

GLENCOE

# VOCABULARY BUILDER

Course 4





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# VOCABULARY BUILDER

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**National-Louis University**



**Course 4**



**Glencoe**

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Name \_\_\_\_\_

*The Surrender Speech of Chief Joseph*

It has been called the outstanding example of Native American oratory. Its simplicity and expressiveness stand in sharp contrast to the **harangues** so commonly delivered by orators of the late nineteenth century.

*Words*

anguish

annihilation

eloquent

ferocity

harangue

indifference

petition

ruse

succinct

trek

Chief Joseph had led hundreds of Nez Perce men, women, and children on a 1,500-mile **trek** over mountains and rivers in the winter of 1877. Driven from their home along the Snake River, these native inhabitants of present-day Idaho and Oregon sought the safety of Canada. However, just a few miles from the Canadian border, the Nez Perce were attacked by United States troops led by General Nelson Appleton Miles.

Facing the total **annihilation** of his sick and exhausted people, Chief Joseph accepted the promise of General Miles that the Nez Perce would be returned to their home if they surrendered. Chief Joseph spoke the following words to his people:

I am tired of fighting. Our chiefs are killed. Looking Glass is dead. The old men are all dead.

It is the young men who say no and yes. He who led the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them have run away to the hills and have no blankets—no food. No one knows where they are—perhaps they are freezing to death.

I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired, my heart is sad and sick. From where the sun now stands, I will fight no more forever.

This brief but **eloquent** speech by Chief Joseph is considered one of the most moving and memorable in American literature. In a few sincere and moving sentences, it **succinctly** expressed the suffering and **anguish** of the Native American and the **ferocity** of war.

In the end, General Miles's promise was only a **ruse**. Chief Joseph and the surviving Nez Perce were not allowed to return. Until his death in 1904, Chief Joseph **petitioned** the U.S. government repeatedly to allow the Nez Perce to return to their ancestral home, but his pleas were met with **indifference**. The Nez Perce never saw their home again.



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. A *harangue* (line 2) can best be described as \_\_\_\_\_.  
 (A) quiet thoughtfulness (B) a clever speech  
 (C) a cruel trick (D) a long, wordy speech  
 1. \_\_\_\_\_
2. A *trek* (line 5) is a(n) \_\_\_\_\_.  
 (A) sea voyage (B) wilderness trail  
 (C) long, difficult trip (D) adventure  
 2. \_\_\_\_\_
3. Which word could best replace *annihilation* in line 10?  
 (A) starvation (B) release  
 (C) destruction (D) rejection  
 3. \_\_\_\_\_
4. Which word could best replace *eloquent* in line 25?  
 (A) complex (B) expressive  
 (C) musical (D) loud  
 4. \_\_\_\_\_
5. A *succinct* speech (line 27) is one that is \_\_\_\_\_.  
 (A) short and to the point (B) confusing  
 (C) historic (D) convincing  
 5. \_\_\_\_\_
6. Which word or words could best replace *anguish* in line 27?  
 (A) agony (B) cooperative spirit  
 (C) hostility (D) stupidity  
 6. \_\_\_\_\_
7. Which word could best replace *ferocity* in line 28?  
 (A) gallantry (B) wisdom  
 (C) excitement (D) savagery  
 7. \_\_\_\_\_
8. Which word or words could best replace *ruse* in line 29?  
 (A) trick (B) insult  
 (C) solemn promise (D) courtesy  
 8. \_\_\_\_\_
9. Which word or words could best replace *petitioned* in line 31?  
 (A) visited (B) asked  
 (C) attacked (D) prayed to  
 9. \_\_\_\_\_
10. Which word or words could best replace *indifference* in line 33?  
 (A) unconcern (B) enthusiasm  
 (C) agreement (D) strange behavior  
 10. \_\_\_\_\_

Name \_\_\_\_\_



### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Describe a sporting event you have seen or would like to see. Use any form of the word *annihilate*.

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2. Describe a speech or sermon. Use any form of the word *harangue*.

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3. Tell how you feel about something or someone. Use any form of the word *indifference*.

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4. Describe a trip you or someone you know took. Use any form of the word *trek*.

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5. Tell how your class might go about asking the principal for a special favor. Use any form of the word *petition*.

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Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

6. Even though the question was long and complicated, the teacher gave a very *succinct* answer.

6. \_\_\_\_\_

7. The banquet table was set with the most *eloquent* dishes.

7. \_\_\_\_\_



- |   |           |
|---|-----------|
| 8. The contest turned out to be just a <i>ruse</i> for getting people to visit the store.                                       | 8. _____  |
| 9. I wrote a <i>petition</i> to Aunt Mary thanking her for my birthday present.   | 9. _____  |
| 10. The storm struck with a <i>ferocity</i> never before seen in that part of the country.                                      | 10. _____ |
| 11. The <i>anguish</i> caused by the sudden death of her pet took years to overcome.  | 11. _____ |
| 12. When he did not return my phone calls or answer my letters, I decided that he was <i>indifferent</i> about the proposal.    | 12. _____ |
| 13. I considered his annoying stares to be very inappropriate. I do not want this kind of <i>haranguing</i> while I am working. | 13. _____ |
| 14. In trying to find the perfect college, we ended up <i>trekking</i> around the entire country.                               | 14. _____ |

For each word used incorrectly, write a sentence using the word properly.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There is no handwriting or other markings on the page.

## Mastering Meaning

Think about the events surrounding Chief Joseph's surrender speech. If you had been a newspaper reporter observing the surrender, how would you describe what you saw and heard?

Write an article for your newspaper about what happened that day in 1877 near the Canadian border. Include a headline. Use some of the words you studied in this lesson.

## Vocabulary of Speakers and Speeches

### Lesson

# 2

### Part A

Name \_\_\_\_\_

How many speakers have you heard in your lifetime? You have no doubt heard speakers and speeches that left you bored and weary. A few may have changed the way you thought or may have moved you to take some action. There are as many types and styles of speeches as there are speakers. In this lesson you will learn ten words that describe speakers and how they speak.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

Even though the subject was complicated and difficult, the teacher was quite *articulate* in her explanation. By the end of the period, everyone understood the problem.

1. (A) able to express thoughts well
- (B) argumentative
- (C) often misunderstood
- (D) loud and talkative

The captain's defiant call for action was only *bravado*. When the fighting started, he was nowhere to be found.

2. (A) a deep sense of courage and commitment
- (B) mechanical
- (C) showy behavior without courage behind it
- (D) a very interesting speech

No one was fooled by the newspaper's *effusive* praise of the football coach. Everyone knows Coach Riley is the editor's brother-in-law.

3. (A) disguised
- (B) excessive; gushing
- (C) commonplace; ordinary
- (D) moving and sincere

Arthur's *garrulous* behavior at the party caused many people to leave early. Once he gets started there is no stopping him. After a while your ears start to hurt.

4. (A) excessively talkative
- (B) quiet and shy
- (C) embarrassing
- (D) cordial and engaging

### Words

articulate  
bravado  
effusive  
garrulous  
glib  
histrionics  
laconic  
polemic  
trite  
verbosity

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



The politician's *glib* response to my question convinced me she would not get my vote. That subject is far too important to be dismissed with such a simple answer.

5. (A) intelligent and perceptive  
(B) impressive  
(C) untruthful  
(D) superficial and insincere

5. \_\_\_\_\_

When the candidate held up the flag and tearfully reminded us that he was a veteran, the audience began to feel uneasy. Such *histrionics* do not usually get votes.

6. (A) powerful arguments  
(B) childish behavior  
(C) excessive emotional appeals  
(D) patriotism

6. \_\_\_\_\_

It is hard to believe that Phil, one of the most talkative and friendly people in school, has such a *laconic* brother.

7. (A) speaking briefly and to the point  
(B) angry and hostile  
(C) dull and lazy  
(D) foolish

7. \_\_\_\_\_

I hated to see Roberto take his seat in the auditorium. He was certain to engage the speaker in some *polemic*. No matter what her opinion might be, Roberto was certain to take the opposite view.

8. (A) unusual behavior  
(B) controversy or argument  
(C) lengthy discussion  
(D) false praise

8. \_\_\_\_\_

I had hoped to hear something fresh and interesting at last night's career forum. However, in the end the speakers offered the same *trite* advice I have heard again and again: Stay in school. Study hard. Good things will start to happen.

9. (A) exciting and interesting  
(B) humorous  
(C) logical; sensible  
(D) overused; meaningless

9. \_\_\_\_\_

Jackie bragged about having written the longest term paper in the class. It was twice as long as the assignment required. If the teacher gives grades for *verbosity*, Jackie will get an A.

10. (A) wordiness  
(B) sincerity  
(C) humility  
(D) neatness

10. \_\_\_\_\_

Name \_\_\_\_\_



### Applying Meaning

Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

1. In their day, Benjamin Franklin's proverbs were considered quite clever, but after more than two hundred years, they have become some of the *tritest* expressions in the language. 1. \_\_\_\_\_
2. Because it was late and we were all eager to get home, we asked the speaker to give a *verbose* answer to the final question. 2. \_\_\_\_\_
3. It is little wonder that Colonel Stern is so greatly admired. His *bravado* is apparent in every speech. 3. \_\_\_\_\_
4. Her ability to *articulate* how we all felt about the problem made Juanita the obvious choice for chairperson. 4. \_\_\_\_\_
5. Ruben shook everyone's hand vigorously as he greeted each guest *effusively*. 5. \_\_\_\_\_
6. His *garrulous* manner made conversation difficult. Every question or comment got a one-word answer. 6. \_\_\_\_\_
7. Political advertisements prove nothing. The ten-second sound bite can provide only *glib* answers to complex problems. 7. \_\_\_\_\_
8. The movie cowboy was often a man of few words. He was portrayed *laconically* answering "yup" or "nope" to every question someone asked. 8. \_\_\_\_\_
9. Maria's *polemics* made her unpopular with the audience. Everyone had come to hear the mayor's proposals, not Maria's constant objections. 9. \_\_\_\_\_
10. Next year my brother will receive his degree in *histrionics*. He has done a great deal of research on the French Revolution. 10. \_\_\_\_\_
11. We were not sure that the ring was a genuine antique. It might be a cleverly done *articulate*. 11. \_\_\_\_\_
12. In the distance we saw a faint *glib* of sunlight shining through the thick forest. 12. \_\_\_\_\_





# The Roots -bell-, -cis-, and -vinc-

## Lesson

# 3

## Part A

Name \_\_\_\_\_

One of the most easily recognized Latin roots is *-bell-*, which comes from the Latin word *bellum*, meaning “war.” The Latin word *caedere* means “to cut” or “to kill.” This root often appears in English words as *-cis-* or *-cid-*. Another Latin word, *vincere*, means “to conquer” or “defeat” and usually appears as *-vinc-* in English words. However, it can also appear in other forms, such as *-van-*. The vocabulary words in this lesson all have one of these roots.

Root	Meaning	English Word
-bell-	war	belligerent
-cid-	to kill, to cut	genocide
-cis-		incisive
-vinc-	to conquer	evince
-van-		vanquish

## Words

bellicose

belligerent

concise

evict

evince

fratricide

genocide

incisive

invincible

vanquish

## Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those on the flash card at the back of the book.

1. This word is always used as an adjective. It might be used to describe a person who always wants to start a fight or an argument.

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2. This word is a combination of two Latin roots. One of the roots comes from the Latin word *frater*, meaning “brother.”

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3. This adjective has a prefix that means “not.” If a football team is this, it never loses.

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4. This word is a synonym for eject and suggests that before you can throw someone out you have to defeat the person.

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5. According to this word, if you can say a lot with a few words, you “cut” straight to the important information.

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6. The Greek word *genos*, meaning “race,” can be seen in this word.

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7. This word is related to incision, but it usually refers to a sharp mind instead of a sharp knife.

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8. This word is always a verb. You would not be able to do this to someone who is invincible.

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9. This verb came into English through the Latin word *evincere*, meaning “to win a point,” or “to prove.” Today it is a synonym for “show.”

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10. This word is similar in meaning to the answer for number 1, but it can be used as a noun or an adjective and can refer to a country or a person.

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Name \_\_\_\_\_



### Applying Meaning

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. Before attempting to climb that steep mountain cliff, we must condition our bodies and \_\_\_\_\_ our fear. (evince; vanquish)

\_\_\_\_\_

\_\_\_\_\_

2. The doctor's careful attention to the patients' explanations \_\_\_\_\_ her personal interest in their welfare.

\_\_\_\_\_

\_\_\_\_\_

3. The brothers never liked each other very much, but lately their relationship had turned utterly \_\_\_\_\_. (fratricidal; genocidal)

\_\_\_\_\_

\_\_\_\_\_

4. The \_\_\_\_\_ actions of the South American dictator provoked the neighboring countries to put their armies on alert. (bellicose; invincible)

\_\_\_\_\_

\_\_\_\_\_

5. The reporter provided a \_\_\_\_\_ summary of the city council meeting. (bellicose; concise)

\_\_\_\_\_

\_\_\_\_\_

Follow the directions below to write a sentence using a vocabulary word.

6. Describe someone you think is very intelligent and often sees the answer to a problem long before anyone else does. Use the word *incisive*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Write a sentence about a historical event or period. Use the word *genocide*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



8. Use *evict* in a sentence about a cruel landlord.

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9. Complete the sentence: "Fareed showed his *belligerence* when he \_\_\_\_\_."

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10. Describe a recent performance by your favorite sports team. Use the word *invincible*.

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### ***Bonus Word***

#### **kowtow**

In ancient China, people showed their deep respect for and obedience to the emperor by kneeling and touching, or knocking, the ground with their head. The Mandarin Chinese word for head was *tou*. The word for knock was *kou*. These words entered the English language as *kowtow*, meaning "to show respect or submission to another." The word is sometimes used in a negative way. Politicians might be accused of kowtowing to some special-interest group.

**Write a Paragraph:** Do you think people today still kowtow? For example, do they kowtow to television stars or movie stars? Choose something or someone to whom you feel people kowtow, and write a paragraph explaining why you feel that way.

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 1 through 3?  
Take the following test covering the words from the last three lessons.

**Part 1 Antonyms**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters. Consider all choices before deciding on your answer. Write the letter for your answer on the line provided.

**Sample**

S. GOOD	(A) simple (C) able	(B) bad (D) fast	S. <b>B</b>
1. GLIB	(A) famous (C) dull	(B) thoughtful (D) ugly	1. _____
2. EVICT	(A) welcome (C) resist	(B) eject (D) acknowledge	2. _____
3. ELOQUENT	(A) silent (C) ugly	(B) ineffective (D) fancy	3. _____
4. INDIFFERENT	(A) strange (C) same	(B) concerned (D) careless	4. _____
5. CONCISE	(A) wordy (C) clever	(B) concentrated (D) convincing	5. _____
6. INVINCIBLE	(A) unconquered (C) transparent	(B) obvious (D) defeated	6. _____
7. GARRULOUS	(A) dangerous (C) quiet	(B) talkative (D) bright and colorful	7. _____
8. TRITE	(A) commonplace (C) important	(B) famous (D) stuffy	8. _____
9. HISTRIONIC	(A) sincere (C) cheerful	(B) historic (D) forgettable	9. _____
10. EVINCE	(A) cause (C) recall	(B) combine (D) hide	10. _____

Go on to next page. ➤

11. FEROCITY	(A) savagery (C) generosity	(B) kindness (D) metallic	11. _____
12. ANGUISH	(A) poverty (C) delight	(B) calm (D) straight	12. _____
13. BELLIGERENT	(A) peaceful (C) threatening	(B) noisy (D) patient	13. _____
14. SUCCINCT	(A) wasteful (C) failure	(B) vague (D) comfortable	14. _____
15. EFFUSIVE	(A) emotional (C) wasteful	(B) sealed (D) calm	15. _____

### *Part 2 Matching Words and Meanings*

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

Column A	Column B	
16. incisive	a. a slow, difficult journey	16. _____
17. verbosity	b. a trick	17. _____
18. annihilation	c. a false show of courage	18. _____
19. ruse	d. total destruction	19. _____
20. bravado	e. wordiness	20. _____
21. harangue	f. an appeal or request	21. _____
22. petition	g. sharp and keen	22. _____
23. laconic	h. the murder of an entire people, race, or cultural group	23. _____
24. genocide	i. brief and to the point	24. _____
25. trek	j. a long, loud speech	25. _____



Name \_\_\_\_\_

*Lincoln Begins His Second Term*

Historians have called the Civil War the defining moment in American history, a time when the issue of whether the states could be truly united would ultimately be answered. More than anyone else, Abraham Lincoln is credited with holding the union of states together.

*Words*

charity

cherish

emerge

gaunt

malice

omen

perish

shroud

solemnity

subside

5 Even though many people now consider Lincoln our greatest president, he was often scorned and ridiculed while he was in office. In fact, just a few short months before the voters cast their ballots in 1864, many felt Lincoln had little chance of winning reelection. People had grown tired of the war, and President Lincoln's popularity was at an all-time low. But  
10 Lincoln did win reelection, and on March 4, 1865, the citizens of Washington gathered at the Capitol to witness his second oath of office. The scene has been recorded in numerous diaries and newspaper accounts.

All was quiet. Lincoln was about to **emerge** from the crowd, mount the podium, and raise his right hand to take his second oath of office. The  
15 weather was dark and gloomy. Lincoln's tall, **gaunt** appearance seemed in perfect keeping with the dismal gray of the sunless sky. When the assembled crowd saw their president, the **solemnity** of the occasion gave way to applause. It rose to a powerful roar, then just as quickly **subsided**. At that exact moment the sun broke through the gray clouds that had  
20 **shrouded** the scene since early morning, and shafts of sunlight shone on the speaker's platform. Many who witnessed the scene and recorded it in their diary saw this as an **omen** of good things to come in Lincoln's second term.

Lincoln had been forced to accept war rather than let the nation  
25 **perish**. But now the outcome of the bloodiest conflict in American history seemed clear, and unlike those who sought to punish the South, Lincoln deeply desired that the nation become one again. He moved to the center of the platform and unfolded a single sheet of paper. As he began to speak, it was clear to everyone that his mind was now on peace,  
30 not war.

With **malice** toward none; with **charity** for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his  
35 orphan—to do all which may achieve and **cherish** a just and lasting peace, among ourselves and with all nations.

With that, Lincoln ended the shortest swearing-in speech since George Washington's inauguration.

## Unlocking Meaning

The sentences below are taken from the reading selection. Decide which word or words would best replace the vocabulary word in *italic type*. Write the letter for that word on the answer line.

1. Lincoln was about to *emerge* from the crowd, mount the podium, and raise his right hand to take his second oath of office. 1. \_\_\_\_\_  
 (A) escape (B) turn away  
 (C) hide (D) come forth
2. Lincoln's tall, *gaunt* appearance seemed in perfect keeping with the dismal gray of the sunless sky. 2. \_\_\_\_\_  
 (A) lean (B) foolish  
 (C) humorous (D) angry
3. When the assembled crowd saw their president, the *solemnity* of the occasion gave way to applause. 3. \_\_\_\_\_  
 (A) boredom (B) confusion  
 (C) ridiculousness (D) seriousness
4. It [the applause] rose to a powerful roar, then just as quickly *subsided*. 4. \_\_\_\_\_  
 (A) changed (B) turned away  
 (C) declined (D) became louder
5. At that exact moment the sun broke through the gray clouds that had *shrouded* the scene since early morning, and shafts of sunlight shone on the speaker's platform. 5. \_\_\_\_\_  
 (A) framed (B) illuminated  
 (C) hidden (D) buried
6. Many who witnessed the scene and recorded it in their diary saw this as an *omen* of good things to come in Lincoln's second term. 6. \_\_\_\_\_  
 (A) example (B) beginning  
 (C) prediction (D) representation
7. Lincoln had been forced to accept war rather than let the nation *perish*. 7. \_\_\_\_\_  
 (A) die (B) grow old  
 (C) prosper (D) disappear
8. With *malice* toward none; with charity for all. . . 8. \_\_\_\_\_  
 (A) indifference (B) kindness  
 (C) suspicion (D) ill will
9. With malice toward none; with *charity* for all. . . 9. \_\_\_\_\_  
 (A) indifference (B) kindness  
 (C) suspicion (D) ill will
10. . . . to do all which may achieve and *cherish* a just and lasting peace, among ourselves and with all nations. 10. \_\_\_\_\_  
 (A) treasure (B) ignore  
 (C) avoid (D) steal

Name \_\_\_\_\_

### *Applying Meaning*

Write the vocabulary word or a form of the vocabulary word that fits each clue below. Then use the word in a sentence.

1. Two synonyms are “kindness” and “generosity.”

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2. Breaking a mirror is considered a bad one. Finding a four-leaf clover is considered a good one.

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3. Someone who has been ill or hungry might look this way.

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4. Clothes for a dead person, or anything that hides or wraps something.

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5. To love, to hold dear, to value highly.

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6. Flood waters and thunderstorms will eventually do this.

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7. Woodchucks do this from their burrows, and facts do this at a trial.

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Write each sentence below. In the space write a form of the word in parentheses.

8. If Ted said that I cheated on the examination, he told a \_\_\_\_\_ lie.  
(malice)

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9. After she was nearly struck by the truck, Sue made a \_\_\_\_\_ vow  
never to cross before the light turns green. (solemnity)

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10. After the electricity failed, all the \_\_\_\_\_ food in the refrigerator  
spoiled. (perish)

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### *Mastering Meaning*

Reread Lincoln's short speech on page 15. This speech was given in 1865, when the Civil War was coming to an end. Write a paragraph explaining how you think Lincoln planned to treat the people of the defeated Confederacy. Use some of the words we studied in this lesson.

## Vocabulary from Proper Nouns

## Lesson

## 5

## Part A

Name \_\_\_\_\_

Some real and fictional people and places are so memorable for their characteristics that their name has come to have new meaning. Sometimes the name has so thoroughly taken on this new meaning that it is no longer capitalized, and few people remember that the word once was a name. All the words in this lesson came from proper nouns, but their current meaning has nothing to do with a name anymore.

## Unlocking Meaning

Read the brief descriptions of the people and places below. Then choose the word or phrase that correctly completes the sentence. Write the letter for your choice on the answer line.

Charles C. Boycott was an English land agent in Ireland in the 1800s. When he refused to lower his rents, people decided to have nothing to do with him. Nowadays, if you *boycott* certain countries or businesses, you \_\_\_\_\_.

1. (A) accept them without reservation
- (B) refuse to deal with them
- (C) praise them openly
- (D) ask for a favor

The Hospital of Saint Mary of Bethlehem was an institution for the mentally ill in London. It was a noisy, confusing place. The name of the hospital was commonly shortened to Bedlam. Now *bedlam* has come to mean \_\_\_\_\_.

2. (A) medicine
- (B) a noisy, confusing place
- (C) religious devotion
- (D) a suburb of London

According to the Bible, Mary Magdalene was a reformed sinner. Artists often pictured her crying uncontrollably for her sins. From her name we get the word *maudlin*, which means \_\_\_\_\_.

3. (A) a Biblical scholar
- (B) highly religious
- (C) a fool
- (D) tearful and sentimental

According to Greek mythology, the goddess Nemesis avenged all injustices. Her justice was swift and certain. Today, when people meet their *nemesis*, they encounter \_\_\_\_\_.

4. (A) a beautiful goddess
- (B) a Greek storyteller
- (C) a foe who cannot be beaten
- (D) a heroic fictional character

## Words

bedlam  
boycott  
herculean  
maudlin  
maverick  
mentor  
mesmerize  
nemesis  
procrustean  
quixotic

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Don Quixote, a character in a novel by Miguel de Cervantes, saw himself as a romantic knight. But he frequently rescued women who did not need rescuing and mistook windmills for evil giants. So when we call someone *quixotic*, we mean he or she is \_\_\_\_\_.

5. (A) sincere, but foolish  
(B) a modern warrior  
(C) the main character in a story  
(D) a person with poor eyesight

5. \_\_\_\_\_

Franz Mesmer was an 18th-century doctor who used hypnotic techniques to cause sleep-like reactions in his patients. Before long, the term *mesmerize* came to mean \_\_\_\_\_.

6. (A) to entertain  
(B) to hold spellbound  
(C) to create imaginary people and places  
(D) to prescribe unusual medicine

6. \_\_\_\_\_

Samuel Maverick was a rancher, but unlike other ranchers, he never branded his cattle. So naturally, when ranchers saw unbranded cattle roaming the range, they called them "mavericks." Today, a *maverick* is also \_\_\_\_\_.

7. (A) a person who does not follow the rules  
(B) a gambler  
(C) someone who loses his belongings  
(D) an unfenced area

7. \_\_\_\_\_

Hercules is a character from Greek mythology who gained immortality by performing twelve tasks requiring remarkable strength. Now, when a task is called *herculean*, it is thought to be \_\_\_\_\_.

8. (A) fascinating  
(B) immortal  
(C) imported from Greece  
(D) unusually difficult

8. \_\_\_\_\_

According to a popular Greek story, Procrustes invited people to lie in his bed. If they were too short for the bed, he stretched them to fit the bed. If they were too tall for the bed, he cut off their feet. Now someone who is *procrustean* will \_\_\_\_\_.

9. (A) ignore differences between individuals  
(B) protect innocent people  
(C) sleep on the floor  
(D) respect someone's personal needs

9. \_\_\_\_\_

Mentor was a trusted friend of the mythical Greek hero Odysseus. He was also the teacher of Odysseus's son and the manager of the house when Odysseus was gone. If a person is called your *mentor*, he or she is \_\_\_\_\_.

10. (A) a great hero  
(B) a trusted friend or advisor  
(C) someone who loves children  
(D) an identical twin

10. \_\_\_\_\_



Name \_\_\_\_\_

Lesson

5

Part B

**Applying Meaning**

Each question below contains at least one vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

- |  |          |
|--|----------|
| 1. Would a business welcome a <i>boycott</i> by the residents of the neighborhood?                             | 1. _____ |
| 2. Would you be likely to find a <i>mentor</i> at a school or college?   | 2. _____ |
| 3. When you study for an exam, do you try to <i>mesmerize</i> certain facts?                                   | 3. _____ |
| 4. Does running a marathon after school require a <i>herculean</i> effort?                                     | 4. _____ |
| 5. Would a <i>maudlin</i> person shed tears while watching a sad movie?  | 5. _____ |
| 6. Would a <i>procrustean</i> individual usually agree with a <i>maverick</i> ?                                | 6. _____ |
| 7. Would you expect to find the library in a state of <i>bedlam</i> ?  | 7. _____ |
| 8. If someone called your pledge to win an Olympic gold medal a <i>quixotic</i> dream, would you be flattered? | 8. _____ |

For each question you answered “no,” write a sentence using the vocabulary word(s) correctly.

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Write a sentence following the directions below.

9. Describe how a sports fan might look as he watches his favorite sport on television. Use a form of the word *mesmerize*.

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10. Describe something that you did that required great effort on your part. Use the word *herculean*.

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11. Describe a club with very strict rules for its members. Use the word *procrustean*.

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12. Describe the behavior of a real or imaginary person. Use the word *maverick*.

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### ***Cultural Literacy Note***

#### **Pied Piper**

According to an old German legend, the town of Hamelin was beset by a plague of rats. One day a man with a musical pipe and dressed in colorful, or “pied,” clothing offered to get rid of the rats if the people of the town would pay for the service. The townspeople agreed, so the pied piper played his pipe and the rats followed him to the river and drowned.

When the piper demanded his payment, however, the townspeople refused to pay his fee. When they ignored his warnings, the pied piper began to play his pipe again. This time the children of the town followed him. The pied piper and all the children disappeared into a mountain and were never seen again. As a result of this popular story, a pied piper is thought to be anyone who entices or leads others, often through deceit or delusion.

**Write a Paragraph:** Are there modern-day pied pipers of our children and young people? Are certain types of music or television kinds of pied pipers? Choose your candidate for the modern pied piper. Explain your choice in a paragraph.

# The Roots -doc-, -dox-, and -gno-

## Lesson

# 6

## Part A

Name \_\_\_\_\_

The Latin word *docere* means “to teach.” This word is the source of many English words and often appears as *-doc-* or *-doct-*. You sometimes see *-gno-* and *-dox-* in English words. They are parts of early Greek words and are combined with other affixes or word parts to form English words. The *-gno-* word part, which may appear as *-gnos-* or *-gni-*, means “know.” The *-dox-* word part means “belief” or “opinion.” All the words in this lesson contain one of these roots or word parts.

Root	Meaning	English Word
-doc-	to teach	doctrine
-dox-	belief, opinion	orthodox
-gno-	know	diagnose
-gni-		incognito

## Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Find the root or word part in the vocabulary word and think about how the word is used in the passage. Then write a definition for the vocabulary word. Compare your definition with the definition on the flash card.

- Before she boarded the plane, the undercover police officer put on an elaborate disguise. It was important that she travel *incognito*.

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- The candidate found he could not accept his party's *doctrine* on budgets and taxes, so he resigned his office.

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- Before he could *diagnose* the problem with my car's engine, the mechanic had to check the gas tank and look for oil leaks.

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- It seemed a great *paradox* to us, but the protesters claimed that after they were jailed they finally felt truly free. They saw no contradiction in saying this.

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## Words

agnostic

cognomen

diagnose

docile

doctrinaire

doctrine

incognito

indoctrinate

orthodox

paradox



5. On the bus to the museum, the students were talkative and hard to control, but once we arrived, they became quite *docile*. They followed the guide's instructions and quietly filed into the lobby.

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6. Because one of his soldiers said he stood like a "stone wall" when the Union forces attacked, General Jackson's *cognomen* throughout the Civil War was "Stonewall."

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7. All of the religious arguments only confused Jamal more. He was not sure anyone knew for certain whether God existed. In the end, he announced that he would continue to be an *agnostic*.

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8. Maggie would listen to no one. Her *doctrinaire* attitude simply would not allow her to ask for help. To her, seeking help was a sign of weakness.

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9. My grandfather's beliefs on dating are quite *orthodox*. He says that the girl should never ask the boy for a date, and young people should never go out without an adult chaperon.

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10. Some parents feared the television program would *indoctrinate* the children against the values being taught at home and school. After all, the children are too young to know that everything they hear is not necessarily true.

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Name \_\_\_\_\_



### Applying Meaning

Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

1. Renata's *docile* personality caused her to challenge every request the teacher made. In the end, everyone simply ignored her. 1. \_\_\_\_\_
2. Modern science often presents us with a *paradox*. Passenger planes can travel faster than the speed of sound, but we still have to wait for our luggage. 2. \_\_\_\_\_
3. After weeks of worrying about what was going to happen, Juan decided to consult an *agnostic*. 3. \_\_\_\_\_
4. New employees were given a short *indoctrination* to the company. They learned about its history, policies, and goals. 4. \_\_\_\_\_
5. His company was founded on the simple but important *doctrine* that the customer must come first. 5. \_\_\_\_\_
6. After years of hard work and study, my sister was awarded her *doctrinaire* from Columbia University. She plans to continue her studies in Europe. 6. \_\_\_\_\_
7. His approach to art was quite *orthodox*. He studied the traditional masters, attended the accepted schools, and followed the standard examples. 7. \_\_\_\_\_
8. The issues were complicated and difficult. Only a *cognomen* of experts could possibly arrive at a solution. 8. \_\_\_\_\_
9. When it came to cooking, Avi was completely *incognito*. He hardly knew how to turn on a stove. 9. \_\_\_\_\_
10. The doctor insisted on running a number of tests on the patient before attempting to *diagnose* the problem. 10. \_\_\_\_\_





Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 4 through 6?  
Take the following test covering the words from the last three lessons.

**Part 1 Complete the Sentence**

Decide which definition best completes the sentence. Write the letter for your choice on the answer line.

1. If you see an *omen*, you \_\_\_\_\_.  
 (A) get a sign that something is going to happen  
 (B) are watching an evil ritual  
 (C) are bewitched  
 (D) are reading the last words of a prayer  
 1. \_\_\_\_\_
2. A *malicious* smile suggests a \_\_\_\_\_ attitude.  
 (A) charming  
 (B) tasteful  
 (C) mean  
 (D) casual  
 2. \_\_\_\_\_
3. Someone with a *gaunt* appearance would be \_\_\_\_\_.  
 (A) short, but husky  
 (B) thin and bony  
 (C) angry  
 (D) serious  
 3. \_\_\_\_\_
4. If you meet your *nemesis*, you run into someone you \_\_\_\_\_.  
 (A) do not remember  
 (B) dislike  
 (C) cannot defeat  
 (D) enjoy being with  
 4. \_\_\_\_\_
5. If a group of people *boycott* a meeting, they \_\_\_\_\_.  
 (A) refuse to attend  
 (B) take it over  
 (C) disrupt it  
 (D) exclude women  
 5. \_\_\_\_\_
6. A *maudlin* person might often be seen \_\_\_\_\_.  
 (A) sleeping peacefully  
 (B) looking for a fight  
 (C) praying  
 (D) crying  
 6. \_\_\_\_\_
7. A club with *procrustean* rules for membership would \_\_\_\_\_.  
 (A) be very expensive  
 (B) ignore individual differences  
 (C) be popular with the wealthy  
 (D) probably be illegal  
 7. \_\_\_\_\_
8. A *docile* pet would be \_\_\_\_\_.  
 (A) kept away from children  
 (B) easily managed  
 (C) hard to control  
 (D) large and muscular  
 8. \_\_\_\_\_
9. If a famous athlete wants to be *incognito* in public, she desires \_\_\_\_\_.  
 (A) her identity to be unknown  
 (B) a great deal of attention  
 (C) to be ignored  
 (D) to be warm and friendly to her admirers  
 9. \_\_\_\_\_

Go on to next page. ➤

10. If someone states a *paradox*, he \_\_\_\_\_.  
 (A) says something with two meanings (B) is probably a mathematician  
 (C) is guilty of deceit (D) is making a contradictory statement that seems true  
 10. \_\_\_\_\_
11. When a storm *subsides*, it \_\_\_\_\_.  
 (A) moves rapidly away (B) breaks into parts  
 (C) becomes less active (D) increases in violence  
 11. \_\_\_\_\_
12. A *cherished* memory will \_\_\_\_\_.  
 (A) never be forgotten (B) be held dear  
 (C) be the source of grief (D) be kept secret  
 12. \_\_\_\_\_
13. Your *mentor* would be \_\_\_\_\_.  
 (A) a trusted advisor (B) an unconquered enemy  
 (C) a secret admirer (D) a rival or competitor  
 13. \_\_\_\_\_
14. If you found yourself *mesmerized* by something, you would be \_\_\_\_\_.  
 (A) confused (B) fascinated  
 (C) annoyed (D) fooled  
 14. \_\_\_\_\_
15. An *agnostic* is one who \_\_\_\_\_.  
 (A) devotes himself to serving others (B) lives a life of strict discipline  
 (C) is knowledgeable about agriculture (D) believes we can never know if God exists  
 15. \_\_\_\_\_

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
 Write the letter of the correct definition on the line provided.

Column A	Column B	
16. charity	a. wrapping for a dead person or anything that conceals	16. _____
17. perish	b. requiring great strength	17. _____
18. bedlam	c. to die or be destroyed	18. _____
19. diagnose	d. an independent thinker; nonconformist	19. _____
20. indoctrinate	e. noisy confusion	20. _____
21. quixotic	f. staying faithful to established beliefs	21. _____
22. maverick	g. kindness and love in judging others	22. _____
23. shroud	h. idealistic but foolish	23. _____
24. orthodox	i. to identify a disease or a condition	24. _____
25. herculean	j. to teach a certain set of principles	25. _____



Name \_\_\_\_\_

## Earthquake

The shaking came at dawn, a sudden force they could not escape. The young mother held her children close, trying to protect them. The father covered both his wife and his children with his body, hoping to save them from falling limestone blocks. Their efforts were not enough. Even though the **duration** of the earthquake was short, probably no more than a few minutes, the powerful forces were too much for the walls of their stone house. The family died, huddled together inside. Along with hundreds of others that day, they were victims of an **immense** earthquake that struck southwest Cyprus in the year a.d. 365.

For thousands, perhaps millions of years, earthquakes have shaken our planet, causing the fearful destruction and **desolation** that the residents of Cyprus experienced on that fateful day. What conditions produce these powerful events? Can we predict where or when they will occur?

To understand something about earthquakes, you need to understand the **structure** of our planet. The earth's crust is actually broken into huge plates. The continents ride on these plates, which **creep** over the earth's molten core. In some areas the edges of the plates **converge** and grind together, creating one type of earthquake. In other areas one plate may slip beneath another in a process called subduction. In some cases the plates **diverge**, stretching and thinning the crust. This allows molten rock in the earth's core to rise. As this upwelling of extremely hot molten rock occurs, volcanos are created. Some long cracks, or faults, in the earth's surface are visible evidence of where two plates meet. If the plates are moving in different directions, earthquakes will persist in the **vicinity**.

Many severe earthquakes have occurred during recorded history, but it was not until the great San Francisco earthquake of 1906 that scientists began to study them. In trying to guess how the earth had moved, scientists built **theoretical** models to show the forces that had been involved. The studies showed that horizontal movement along the San Andreas Fault had caused the Pacific and North American plates to mesh so tightly that no movement had occurred at the fault. Instead the strain along the edge of the Pacific plate had created an S-shaped warp. As the pressure increased, the strain grew, finally **culminating** in the edge of one plate snapping. This caused the two plates to grind along each other, creating a strong vibration that traveled through the earth.

Earthquakes have taught us that the earth is constantly in motion. By using the data collected over hundreds of years, geologists can measure the power of the vibrations and, with the help of computers, map areas of hazardous regions. Although predictions are still very inexact, earthquakes are finally yielding to scientific investigation.

### Words

converge

creep

culminate

desolate

diverge

duration

immense

structure

theoretical

vicinity



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word or words could best replace *duration* in line 5? 1. \_\_\_\_\_  
 (A) length of time                      (B) communication  
 (C) strength                              (D) decline
2. Which word could best replace *immense* in line 9? 2. \_\_\_\_\_  
 (A) enormous                            (B) tiny  
 (C) moderate                            (D) historic
3. Which word could best replace *desolation* in line 11? 3. \_\_\_\_\_  
 (A) crime                                  (B) plague  
 (C) devastation                        (D) domination
4. Which word could best replace *structure* in line 15? 4. \_\_\_\_\_  
 (A) makeup                                (B) warps  
 (C) history                                (D) substance
5. Which word or words could best replace *creep* in line 16? 5. \_\_\_\_\_  
 (A) move slowly                        (B) slip  
 (C) linger                                 (D) rise
6. Which word or words could best replace *converge* in line 17? 6. \_\_\_\_\_  
 (A) confine                                (B) separate  
 (C) come together                      (D) convert
7. Which word could best replace *diverge* in line 20? 7. \_\_\_\_\_  
 (A) devise                                (B) separate  
 (C) travel                                 (D) revolve
8. Which word could best replace *vicinity* in line 24? 8. \_\_\_\_\_  
 (A) circle                                 (B) area  
 (C) distance                              (D) land
9. Which word could best replace *theoretical* in line 28? 9. \_\_\_\_\_  
 (A) pointless                              (B) reliable  
 (C) actual                                 (D) imaginary
10. Which word could best replace *culminating* in line 33? 10. \_\_\_\_\_  
 (A) declining                              (B) climaxing  
 (C) sinking                                (D) starting

Name \_\_\_\_\_



### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Describe a series of events in a sport or similar activity. Use any form of the word *culminate*.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Describe some geographical feature in your city or town or something you saw on a trip or read about. Use the word *immense*.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Write a sentence telling about a topic you studied in one of your classes. Use any form of the word *structure*.  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Describe a scene from a movie, book, or an event you have seen. Use any form of the word *desolate*.  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Describe the movement of a person, animal, or object using any form of the word *creep*.  
 \_\_\_\_\_  
 \_\_\_\_\_

Read each sentence below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

- |  |          |
|--|----------|
| 6. The gym was closed for the <i>duration</i> of the year because of water damage.                             | 6. _____ |
| 7. Allen asked us to <i>converge</i> his regrets to our hostess that he would not be able to attend the party. | 7. _____ |
| 8. Rob and I had <i>diverging</i> opinions about how to raise money for the project.                           | 8. _____ |
| 9. The Sasaki family was disappointed to find that there was no <i>vicinity</i> at the popular resort.         | 9. _____ |

10. One hundred years ago, traveling to the moon in a spaceship was only a *theoretical* possibility. 10. \_\_\_\_\_
11. As she watched the children gather a dandelion bouquet, a soft smile *crept* across her face. 11. \_\_\_\_\_
12. The Lopez family *culminates* cabbage and tomatoes in its garden. 12. \_\_\_\_\_
13. For the science fair, the class built a model showing the *structure* of the atom. 13. \_\_\_\_\_
14. The cake was so *desolate* that we all decided to have a second piece. 14. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Mastering Meaning

Imagine that you are a newspaper reporter in the year 365 A.D. Your assignment is to write a story about the earthquake that recently occurred on the island of Cyprus. Write two paragraphs describing the damage and casualties. Use some of the words you studied in this lesson.



Name \_\_\_\_\_

The English language has the marvelous ability to borrow words freely from other languages. If no word exists in English for a thought or concept, we simply take a word from another language. After a time the pronunciation of the borrowed word may change to match English pronunciations, but sometimes we even keep the foreign pronunciation. The words in this lesson are all taken from the French language because no English word expresses the idea as well.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

It is very difficult to become a member of the Greenfield Golf Club, but since my older brother is a member, he was my *entrée* to membership.

1. (A) legal advisor  
(B) the means to enter  
(C) obstacle  
(D) admission fee

We were very excited when the plane took off. I pressed my nose to the window and watched the city disappear below. The flight attendants, however, were quite *blasé* about it all. I wondered if they even knew we had taken off.

2. (A) exhilarated and talkative  
(B) worn out from prolonged or difficult work  
(C) distressed and frightened  
(D) bored and uninterested

The craft fair turned out to be a *potpourri* of exhibits. There were holiday ornaments made from cotton balls, cutting boards in the shapes of farm animals, and even a stained-glass wind chime.

3. (A) odd or random collection of things  
(B) elaborate and expensive artwork  
(C) items made from pottery  
(D) old and outdated items

Why must things be as quiet as a mouse or as sly as a fox? Why couldn't they be as quiet as a cemetery or as sly as a riverboat gambler? Why use a *cliché* when a fresh expression will work?

4. (A) animal  
(B) overused expression  
(C) clever figure of speech  
(D) literary classic

### Words

**blasé**  
**cliché**  
**clientele**  
**entrée**  
**entrepreneur**  
**gauche**  
**naive**  
**nonchalant**  
**potpourri**  
**rendezvous**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

We were free to explore the museums, parks, and stores all afternoon, but it was important that we *rendezvous* in the parking lot at six o'clock to board the bus home.

5. (A) avoid danger  
(B) render or give a report  
(C) meet  
(D) ask for directions

5. \_\_\_\_\_

Since it was my first trip to New York, I was quite *naive*. I stared up at the tall buildings, failed to tip the waiters, and got lost on the subways.

6. (A) clever and resourceful  
(B) angry  
(C) excessively curious or nosy  
(D) simple or inexperienced

6. \_\_\_\_\_

The spectators in the gymnasium were applauding and cheering wildly, but the captain of the basketball team acted quite *nonchalant* as he yawned and accepted the trophy.

7. (A) cool and unconcerned  
(B) confused and uncertain  
(C) shy and modest  
(D) embarrassed

7. \_\_\_\_\_

For months after the restaurant opened the owner lost money, but after a while he built up a *clientele* and his business began to show a good profit.

8. (A) group of regular customers or clients  
(B) debt  
(C) staff of clerks and assistants  
(D) communications system

8. \_\_\_\_\_

Not only did many people arrive late for the piano concert, they whispered and giggled throughout the performance. Such *gauche* behavior is inexcusable.

9. (A) humorous  
(B) gloomy  
(C) crude and awkward  
(D) informal and friendly

9. \_\_\_\_\_

After years of working in the factory, Joe Franklin decided to become an *entrepreneur*. So he quit his job, bought a truck, and painted "Joe's Moving Service" on its side.

10. (A) laborer  
(B) one who organizes or runs a business  
(C) foolish or irresponsible person  
(D) one who is unable to make up his mind

10. \_\_\_\_\_

1. Would you want a firefighter to be *nonchalant* when coming to your rescue in a burning building?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.



Match the description or definition in Column B with the word in Column A. Write the letter of the correct answer on the answer line.

Column A	Column B	
7. entrepreneur	a. a person who starts a business	7. _____
8. gauche	b. hodgepodge	8. _____
9. naive	c. a child who writes a letter to Santa Claus	9. _____
10. potpourri	d. someone who eats with his fingers at a fancy restaurant	10. _____

### *Bonus Words*

#### **C'est la vie   fait accompli**

The French expression *C'est la vie* means "That's life." Its equivalent in English would be something like "What can you do?" It is an expression often used when things go wrong, but you feel powerless to do anything about it.

The French *fait accompli* translates as "accomplished fact." If you sneak into the kitchen and eat the last dessert, there is no point arguing about who should have it because there is little anyone can do about it. It is a *fait accompli*.

**Write a Personal Narrative:** Have you ever presented someone with a *fait accompli* or felt like saying "C'est la vie"? Write a short personal narrative describing something that happened to you or to someone you know that illustrates one of these expressions. Use the expression somewhere in your narrative, and try to use one or more of the vocabulary words as well.

Name \_\_\_\_\_

In Latin the word *cor* means “heart.” This root can be found in a wide variety of English words because the heart is associated with both our physical bodies and our feelings and emotions. It sometimes appears as *-card-* or *-cord-*. The Latin word *currere* means “to run.” It, too, appears in a wide range of words because *run* can have so many meanings. It may be spelled *-cur-*, *-cor-*, or *-cour-* in English words.

Root	Meaning	English Word
-cor-	heart	cordial
-card-		cardiac
-cur-	run	incursion
-cour-		recourse

### Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Find the root in each vocabulary word and choose the letter for the correct definition. Write the letter for your choice on the answer line.

- The manager was very busy, so my application got only a *cursory* look. But the manager promised to study it carefully later.  
 (A) thorough (B) silent  
 (C) quick (D) humorous
- After long hours of argument and debate over the issues, union and management representatives reached an *accord*. We can expect the strike to end soon.  
 (A) destination (B) impossible obstacle  
 (C) victory (D) harmonious agreement
- The police officer tried to get the protestors to stop interfering with traffic, but they refused. In the end the only *recourse* was to arrest them.  
 (A) source of help or aid (B) foolish desire  
 (C) college training (D) thought or idea
- The proposal to build a toxic waste dump was a source of *discord* in the community. Some citizens wanted the jobs that would be created. Others feared that the dump would affect their health.  
 (A) affection (B) rope  
 (C) angry disagreement (D) economic activity

### Words

accord  
 cardiac  
 cordial  
 cursive  
 cursory  
 discord  
 discursive  
 precursor  
 recourse  
 recurrent

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. The dark clouds and high winds were *precursors* of the coming tornado.  
(A) forerunners (B) proof  
(C) cause for swearing (D) enemies
6. The class was being taught to use a *cursive* style of writing instead of printing each letter.  
(A) foreign (B) clever  
(C) impossible (D) having letters run together
7. It is easy to take notes on Ms. Eisner's lectures because her presentation is always very focused and direct. Mr. Todd's lectures, on the other hand, are quite *discursive*. I never know what he will say next.  
(A) disgusting (B) discouraging  
(C) wide-ranging; rambling (D) ordinary
8. Because of Olga's history of *cardiac* problems, the doctor advised her not to overexercise.  
(A) related to the heart (B) financial  
(C) digestive (D) family
9. Josh missed his old neighborhood. Ever since his family moved, he had *recurrent* dreams about the school and the friends he left behind.  
(A) frightening (B) happening repeatedly  
(C) water-related (D) distracting
10. Since we had been such good friends for many years, I was not surprised by her *cordial* welcome.  
(A) hostile (B) insincere  
(C) awkward (D) warm and friendly



Name \_\_\_\_\_



### Applying Meaning

Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

1. The school offered an American history *recourse* for any student who had failed the previous semester. 1. \_\_\_\_\_
2. The master of ceremonies gave a *cursor*y introduction; she knew everyone was eager to hear the main speaker. 2. \_\_\_\_\_
3. For weeks after the book disappeared, June had one *recurrent* thought: Where could I have put it? 3. \_\_\_\_\_
4. His performance in the championship game earned him the *accord* of the spectators and the players. 4. \_\_\_\_\_
5. The argument ruined the dinner completely. Everyone left feeling quite *discursive* with the entire evening. 5. \_\_\_\_\_
6. The development of the microchip was the *precursor* of a revolution in computer technology. 6. \_\_\_\_\_
7. According to this report, *cardiac* patients at City Point Hospital get excellent care. 7. \_\_\_\_\_
8. When Andre became angry, his language turned vulgar and *cursive*. 8. \_\_\_\_\_
9. The heat had spoiled the fruits and vegetables, so we had to *discord* them. 9. \_\_\_\_\_
10. They offered us a cold drink and a comfortable place to sit. We had not expected such a *cordial* welcome from the team we had just defeated. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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Some colleges require entering students to take a test of standard English grammar and usage. This test is often used to place students in a freshman English course.

## Sample

- S. Everybody on the basketball team must take care of their own uniform. No Error
- A B C D E
- S. D

*Practice:* Write the letter for the underlined part of the sentence with an error. If there is no error, write E.

1. The teacher's assistant has given the assignment to Frank, Julie,  
A B C  
and myself. No Error  
D E
2. Sam and I love to go to the mall, to look for sea shells, and  
A B C  
playing our favorite CDs. No Error  
D E
3. If you go to the meeting, please give the message to Anne and her.  
A B C D  
No Error  
E

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 7 through 9?  
Take the following test covering the words from the last three lessons.

**Part 1 Antonyms**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters. Consider all choices before deciding on your answer. Write the letter for your answer on the line provided.

**Sample**

S. GOOD	(A) simple (C) able	(B) bad (D) fast	S. <b>B</b>
1. IMMENSE	(A) great (C) angry	(B) unimportant (D) tiny	1. _____
2. CURSORY	(A) leisurely (C) manual	(B) thorough (D) blessed	2. _____
3. NONCHALANT	(A) casual (C) concerned	(B) chalant (D) brave	3. _____
4. CONVERGE	(A) separate (C) resist	(B) convert (D) reverse	4. _____
5. THEORETICAL	(A) religious (C) frequent	(B) practical (D) immoral	5. _____
6. DISCORD	(A) agreement (C) musical	(B) argument (D) sensible	6. _____
7. CLICHÉ	(A) slander (C) proverb	(B) unique remark (D) wisdom	7. _____
8. CORDIAL	(A) friendly (C) hostile	(B) dazed (D) remarkable	8. _____
9. NAIVE	(A) intelligent (C) simple	(B) nice (D) experienced	9. _____
10. GAUCHE	(A) refined (C) unusual	(B) clumsy (D) familiar	10. _____

Go on to next page. ➤



11. DESOLATE	(A) solid (C) foreign	(B) prosperous (D) convenient	11. _____
12. CULMINATE	(A) initiate (C) reward	(B) destroy (D) elevate	12. _____
13. BLASÉ	(A) extinguished (C) injured	(B) difficult (D) excited	13. _____
14. POTPOURRI	(A) hodgepodge (C) sober	(B) orderly arrangement (D) elaborate	14. _____
15. DISCURSIVE	(A) direct (C) appealing	(B) repulsive (D) handwritten	15. _____

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

Column A	Column B	
16. vicinity	a. pertaining to the heart	16. _____
17. diverge	b. area or region	17. _____
18. entrepreneur	c. to meet at a certain time and place	18. _____
19. recurrent	d. one's group of customers	19. _____
20. rendezvous	e. to move in different directions	20. _____
21. cardiac	f. occurring again	21. _____
22. duration	g. method of entry	22. _____
23. precursor	h. length of time	23. _____
24. entrée	i. one who runs a business	24. _____
25. clientele	j. forerunner	25. _____

Name \_\_\_\_\_

*“Laissez les bons temps rouler!” (“Let the good times roll!”)*

It's difficult to resist tapping toes, let alone dancing feet, when the hard-driving rhythms and **robust** tones of Cajun music throb and pound. **Indigenous** to the Louisiana bayous where it developed, this unique sound was nourished by the New World. Like jazz, rock, and the blues, Cajun music is a unique **synthesis** of cultural elements. Its lyrics come from French folklore, while its wailing singing style can be traced to the chants of Native Americans. Spanish explorers contributed the guitar, German immigrants supplied the accordion, and African Americans reshaped the fiddle dance tunes with percussion techniques. Lively and infectious, Cajun music **traverses** cultural, generational, and language barriers.

To the Cajuns, however, music is much more than entertainment; it is a link with their treasured but tragic history. The word *Cajun* is an alteration of the word *Acadian*, which refers to the seventeenth-century French colonists who settled in Nova Scotia. Although the Acadians declared neutrality in the rivalry between France and England for **dominion** of North America, the British demanded loyalty when they claimed the area in 1715. In a mass deportation executed with cold **ruthlessness**, British soldiers collected thousands of French Canadians, packed them into boats, and shipped them to widely dispersed areas.

Many of the exiled Acadians settled in remote southwestern Louisiana, where their isolation allowed them to evolve into a distinct, tight-knit ethnic group. When the oil development and road-building programs of World War I brought modern America rushing in, however, the Cajun parishes could no longer resist **acculturation**. In the headlong attempt to become part of the larger society, the language and music were discouraged, **quelled**, and all but forgotten.

In the mid-1970s, many Americans became interested in searching for their roots. As part of this heritage movement, Cajun music was rescued and **validated** as an important folk-music tradition. Today, it is one of the fastest growing regional sounds in the United States. In addition to being played in live concerts, in clubs, and on the radio, Cajun songs appear in movie scores, in the introductions for television situation comedies, and in commercials.

Having survived centuries of adversity, isolation, and persecution, the music tells **plaintive** stories about loneliness and lost love. Yet there is nothing depressing about this music. Set against what the Cajuns call a “chanky-chank” beat, the songs urge everyone to sing, dance, laugh, and “let the good times roll.”

*Words*

acculturate

dominion

indigenous

plaintive

quell

robust

ruthless

synthesis

traverse

validate

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word could best replace *robust* in line 2? 1. \_\_\_\_\_  
 (A) confusing (B) strong  
 (C) quiet (D) childish
2. Which word could best replace *indigenous* in line 3? 2. \_\_\_\_\_  
 (A) native (B) baffling  
 (C) forgiving (D) unknown
3. A *synthesis* (line 5) can best be described as a(n) \_\_\_\_\_. 3. \_\_\_\_\_  
 (A) denial (B) lesson  
 (C) opinion (D) combination
4. Which word or words could best replace *traverses* in line 10? 4. \_\_\_\_\_  
 (A) passes across (B) signals  
 (C) imposes (D) slows down
5. Which word could best replace *dominion* in line 17? 5. \_\_\_\_\_  
 (A) exploration (B) unification  
 (C) control (D) delegation
6. *Ruthlessness* (line 19) can best be described as \_\_\_\_\_. 6. \_\_\_\_\_  
 (A) simplicity (B) cruelty  
 (C) sacrifice (D) courage
7. *Acculturation* (line 25) is a process that involves \_\_\_\_\_. 7. \_\_\_\_\_  
 (A) monetary gain (B) deportation  
 (C) government influence (D) adaptation
8. Which word could best replace *quelled* in line 27? 8. \_\_\_\_\_  
 (A) resisted (B) honored  
 (C) suppressed (D) tolerated
9. Which word or words could best replace *validated* in line 30? 9. \_\_\_\_\_  
 (A) confirmed (B) exported  
 (C) reacted to (D) sickened
10. *Plaintive* (line 36) stories are \_\_\_\_\_. 10. \_\_\_\_\_  
 (A) joyous (B) mournful  
 (C) repetitious (D) unrelated



Name \_\_\_\_\_



### Applying Meaning

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. To report on the conclusions reached by the group, the leader \_\_\_\_\_ the opinions and ideas of all the members. (quelled; synthesized)  
\_\_\_\_\_  
\_\_\_\_\_
2. In order to prove or disprove hypotheses, scientists must \_\_\_\_\_ their test results. (acculturate; validate)  
\_\_\_\_\_  
\_\_\_\_\_
3. Hannibal is credited even today with one of the greatest troop movements in history because he led an army of 100,000 in \_\_\_\_\_ the Alps. (traversing; validating)  
\_\_\_\_\_  
\_\_\_\_\_
4. Sociologists, interested in the way groups or societies come together and influence one another, study how they \_\_\_\_\_. (acculturate; traverse)  
\_\_\_\_\_  
\_\_\_\_\_
5. Tantalus, a king in classical mythology, was punished \_\_\_\_\_ by the gods for offending them; every time he reached for a fruit-laden branch of the tree that was just above his head, the wind blew it out of his reach. (plaintively; ruthlessly)  
\_\_\_\_\_  
\_\_\_\_\_

Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

- |   |          |
|---|----------|
| 6. Homeless people in major cities are <i>indigenous</i> . They cannot afford to rent or buy homes.                                     | 6. _____ |
| 7. Even when perfectly content, the Siamese cat makes a <i>plaintive</i> cry that gives the impression that it is lonely and miserable. | 7. _____ |

8. With the exception of a six-year period when it was under the *dominion* of Italy, Ethiopia has withstood European attempts at colonization.
9. The *robust* tree had a reed-thin trunk that looked as if a light breeze would topple it.
10. The owners of the factory *quelled* the effects of the strike by bringing in scabs, or strikebreakers, to maintain production.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Mastering Meaning

Suppose that you are the music critic for your school newspaper. A new Cajun group has just released an album that you want to review. Use your imagination to create a name for the group and for some of its songs. Then write a music review that will introduce your readers to Cajun music and will let them know what they can expect to hear on this album. In your review, use some of the words we studied in this lesson.

Name \_\_\_\_\_

The process by which people govern themselves is both complex and curious. On the one hand it involves deep philosophical thought; on the other it is as practical as a campaign poster. Our language has spawned numerous words to describe this process and the personalities and philosophies involved in this arena of human experience. In this lesson you will learn ten words that stand for concepts of law and government.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

It was their fear of *sedition* that prompted the authorities to ban all opposition newspapers and radio stations. In addition, all suspected agitators were confined to jail indefinitely.

1. (A) unfair elections  
(B) conduct likely to incite rebellion  
(C) popular support  
(D) gossip and rumors

The once popular ruler began to ignore the well-being of the citizens, and since no one questioned his authority, he gradually turned into a *despot*.

2. (A) a fair and effective ruler  
(B) democratically elected officeholder  
(C) military officer  
(D) a tyrant with absolute authority

The residents of the island expelled the foreign ministers and proclaimed their *autonomy*. Never again would they bow to another country's flag.

3. (A) freedom and independence  
(B) desire for peace  
(C) dependence on the protection of another nation  
(D) connection with a political party

The president complained that the proposed law would *usurp* his authority as commander-in-chief of the military. The constitution clearly stated that only the president could order an attack.

4. (A) enlarge  
(B) illegally take away  
(C) confuse  
(D) drain or exhaust

### Words

autonomy  
bureaucracy  
codify  
despot  
imperious  
reactionary  
sedition  
sovereign  
totalitarian  
usurp

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



The government plan to offer tuition assistance to deserving students in poor neighborhoods made sense. But by the time applications worked their way through the *bureaucracy*, many deserving students got tired of waiting and dropped out of the program.

5. (A) local elected officials  
(B) democratic process  
(C) inefficient system of offices and rules  
(D) postal system

5. \_\_\_\_\_

The proposed reforms in the welfare and health care system had little chance of passing. The expected *reactionary* attitudes began to surface among those quite happy with the way things were.

6. (A) opposed to change  
(B) soft-spoken  
(C) humorous  
(D) medical

6. \_\_\_\_\_

The candidate's *imperious* manner may have lost him the election. In a democracy, people have a right to expect elected officials to be their servants, and not the other way around.

7. (A) humble and soft spoken  
(B) arrogant and dictatorial  
(C) hard and resistant  
(D) appealing

7. \_\_\_\_\_

After decades of passing numerous laws and regulations, it was essential that the government attempt to *codify* its work. It had reached the point where judges had difficulty understanding what the law required.

8. (A) translate  
(B) repeal  
(C) arrange and systematize  
(D) legalize

8. \_\_\_\_\_

Before the United States could come into being, the individual states had to surrender some of their *sovereign* rights.

9. (A) having authority to govern  
(B) financial  
(C) unconstitutional  
(D) illegal

9. \_\_\_\_\_

After overthrowing the elected officials, the military commander installed a *totalitarian* government. From that time on, even the simplest action required his approval.

10. (A) reformed and improved  
(B) efficient and orderly  
(C) emphasizing personal concern for its citizens  
(D) exercising absolute control

10. \_\_\_\_\_

Name \_\_\_\_\_



### Applying Meaning

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. After the prime minister dissolved parliament, packed the court with his appointees, and cancelled elections, the United States declared it could no longer recognize such a \_\_\_\_\_ form of government. (bureaucratic; totalitarian)

\_\_\_\_\_

\_\_\_\_\_

2. By giving the president the right to revise the bill, the senators had allowed their authority to be \_\_\_\_\_. (codified; usurped)

\_\_\_\_\_

\_\_\_\_\_

3. The South refused to accept the authority of federal authorities, insisting that \_\_\_\_\_ lay with the individual states. (bureaucracy; sovereignty)

\_\_\_\_\_

\_\_\_\_\_

4. Her \_\_\_\_\_ attitude was predictable. She voted against every bill that would have reformed the election laws. (bureaucratic; reactionary)

\_\_\_\_\_

\_\_\_\_\_

5. The president declared he would not tolerate acts of terrorism, assassination, or any other \_\_\_\_\_ acts against the government. (despotic; seditious)

\_\_\_\_\_

\_\_\_\_\_

Each question below contains a vocabulary word from this lesson. Answer each question "yes" or "no" in the space provided.

6. Was the Revolutionary War fought to make the colonies *autonomous*?

6. \_\_\_\_\_

7. When the military authorities take over the government, would you expect them to *codify* the former officials?

7. \_\_\_\_\_

8. Would a despot be found in a *totalitarian* country?

8. \_\_\_\_\_





# The Roots -man-, -ped-, and -pod-

Lesson

12

Part A

Name \_\_\_\_\_

The Latin word *manus* means “hand.” Elements of this Latin word appear in many modern English words. For example, work done with the hands is called manual labor. The Latin word *ped*, on the other hand, means foot. A pedestrian is someone traveling on foot. The Greek language had a slightly different word, *pod*, for foot, so it is not unusual to see this root in English words, especially scientific words. It is not always easy to see the “hands” and “feet” meanings in modern English words. For example, the hand is associated with giving, so in a word like *countermand*, the *-man-* root refers to giving an order.

Root	Meaning	English Word
-man-	hand	manipulate
-ped-	foot	expedite
-pod-		podium

## Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Find the root in each vocabulary word and choose the letter for the correct definition. Write the letter for your answer on the line provided.

- Lying across the bicycle path, the tree was an *impediment*. We had no choice but to walk around it.  
 (A) embarrassment (B) obstacle  
 (C) curiosity (D) reminder
- Our mayor has a fascinating *pedigree*. Her grandfather was the first state senator, and her great-grandfather was one of the state’s earliest settlers.  
 (A) list of ancestors (B) imagination  
 (C) type of political party (D) secret
- In addition to studying the human anatomy, a surgeon must learn to *manipulate* complicated instruments and machines.  
 (A) repair (B) control with the hands  
 (C) explain in detail (D) move or position
- The lieutenant’s decision to attack meant certain disaster. Fortunately, the captain was able to *countermand* the order and save the regiment.  
 (A) understand (B) analyze and compare  
 (C) reverse (D) write out

## Words

countermand

expedite

impediment

mandate

mandatory

manipulate

pedestal

pedigree

podiatrist

podium

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. In order to *expedite* the shipment, the mechanic phoned in the order and asked the supplier to send the parts on the next plane.  
 (A) check carefully (B) cancel  
 (C) delay (D) speed up
6. The lecturer stepped to the *podium*, looked straight at the audience, and slowly began to read from his notes.  
 (A) stand for holding notes (B) type of speaker  
 (C) curtain (D) someone who introduces a speaker
7. Before anyone can purchase a handgun, there is a *mandatory* five-day waiting period while a background check of the purchaser is conducted.  
 (A) for men only (B) required  
 (C) prolonged (D) illegal
8. After the basketball star began seeing the *podiatrist* regularly, the pain began to disappear and his game improved considerably.  
 (A) foot doctor (B) type of physical therapist  
 (C) fortune teller (D) sports psychologist
9. The candidate's huge victory in the election was interpreted as a *mandate* for all the new programs she proposed during the campaign.  
 (A) rejection (B) symbol  
 (C) fascination (D) authorization
10. The statue was lowered carefully onto the *pedestal*. From this prominent new position, it would now be the main attraction of the museum.  
 (A) foundation (B) balcony  
 (C) outdoor arena (D) pedestrian walkway

Name \_\_\_\_\_

### *Applying Meaning*

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. The project was seriously behind schedule, so the manager hired a construction specialist to recommend ways to \_\_\_\_\_ the work. (expedite; impede)

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2. Due to a clerical error, the package was dispatched to the wrong location. Before anyone could \_\_\_\_\_ the order, the contents had spoiled. (countermand; mandate)

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3. Because the coach was on the league committee, he was able to \_\_\_\_\_ the schedule so his team played only the weaker teams. (mandate; manipulate)

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4. The Heritage Women's Club was so exclusive, anyone wishing to join had to trace her \_\_\_\_\_ back to the Revolutionary War. (pedestal; pedigree)

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5. The blisters became so infected and painful that I finally had to consult a \_\_\_\_\_. (podiatrist; podium)

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Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

6. The chemist carefully measured the *podium* before placing it in the solution. Even a slight miscalculation would ruin the experiment. 6. \_\_\_\_\_
7. In order to be considered for the job, all applicants had to pass a *mandatory* drug test. 7. \_\_\_\_\_
8. Hawaii's crops include pineapple, avocados, and *mandates*. 8. \_\_\_\_\_
9. The hikers soon realized they should not have packed so much canned food. The extra weight was a serious *impediment* to their progress. 9. \_\_\_\_\_
10. The shipment of shoes was stored in a *pedestal* inside the warehouse until the store could be remodeled. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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	<b><i>Our Living Language</i></b>
	<b>pedigree</b>
	In medieval times, wealth and power often depended on one's ancestry. Great care was taken in charting the family tree. These charts used lines resembling the footprint of a crane, a long-legged bird. In French, these were called <i>pied de grue</i> , meaning "foot of a crane." The term came to refer to the chart itself. It entered the English language around 1500 and eventually became <i>pedigree</i> , meaning ancestry or the chart of one's family tree.
	<b>Use an Unabridged Dictionary:</b> Find the history of these words:
	<b>peddle      manacle      maneuver      manuscript</b>

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 10 through 12? Take the following test covering the words from the last three lessons.

**Part 1 Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

**Sample**

<b>S. FINISH</b>	(A) enjoy (C) destroy	(B) complete (D) enlarge	S. <b>B</b>
1. INDIGENOUS	(A) native (C) poor	(B) careful (D) industrious	1. _____
2. SYNTHESIS	(A) illegal act (C) artificial	(B) combination (D) systematic	2. _____
3. DESPOT	(A) railroad station (C) tyrant	(B) outlaw (D) regulation	3. _____
4. MANDATE	(A) authorization (C) tropical fruit	(B) amendment (D) historic event	4. _____
5. USURP	(A) seize illegally (C) attack	(B) inhale deeply (D) consume	5. _____
6. IMPEDIMENT	(A) importance (C) foundation	(B) type of vehicle (D) obstacle	6. _____
7. AUTONOMY	(A) automatic (C) royal decree	(B) independence (D) dictatorship	7. _____
8. RUTHLESS	(A) ancient (C) cruel	(B) benevolent (D) plain and simple	8. _____
9. QUELL	(A) to quiet (C) to overthrow	(B) writing instrument (D) to confuse	9. _____
10. VALIDATE	(A) to value (C) to elect to office	(B) to prove correct (D) to assist	10. _____
11. SEDITION	(A) withdrawal (C) negotiation	(B) drugged state (D) rebellious behavior	11. _____
12. REACTIONARY	(A) very conservative (C) progressive	(B) counterattack (D) old-fashioned	12. _____

Go on to next page. ➤



- |                 |                                    |   |           |
|-----------------|------------------------------------|---|-----------|
| 13. PODIATRIST  | (A) architect<br>(C) gloomy person | (B) foot doctor<br>(D) fortune teller         | 13. _____ |
| 14. ROBUST      | (A) sensible<br>(C) punctured      | (B) weak<br>(D) vigorous                      | 14. _____ |
| 15. COUNTERMAND | (A) cancel<br>(C) conceal          | (B) government clerk<br>(D) official document | 15. _____ |

### Part 2 Complete the Sentence

Decide which definition best completes the sentence. Write the letter for your choice on the answer line.

- |   |  |   |           |
|---|--|---|-----------|
| 16. If a department store promised to <i>expedite</i> your order, you would expect it _____.                              | (A) to be replaced<br>(C) to be damaged                                      | (B) to arrive quickly<br>(D) to be delayed                    | 16. _____ |
| 17. A school with a <i>mandatory</i> entrance examination would _____.  | (A) be open to men only<br>(C) require applicants to pass a test             | (B) test physical coordination<br>(D) probably be very strict | 17. _____ |
| 18. A country with a <i>totalitarian</i> form of government would probably _____.   | (A) hold regular elections<br>(C) enjoy popular support                      | (B) regulate the press<br>(D) be run by religious leaders     | 18. _____ |
| 19. When listening to a <i>plaintive</i> song, the audience might _____.  | (A) cry<br>(C) suddenly stand up   | (B) laugh<br>(D) feel embarrassed                             | 19. _____ |
| 20. In which of these would you be most likely to encounter a <i>bureaucracy</i> ?  | (A) a small family<br>(C) the school playground                              | (B) a bedroom<br>(D) a large government agency                | 20. _____ |
| 21. A <i>sovereign</i> nation is one that _____.  | (A) is free and independent<br>(C) is occupied by a foreign power            | (B) has a king or queen<br>(D) invades another nation         | 21. _____ |
| 22. If a bookkeeper tries to <i>manipulate</i> the numbers in a company's records, he or she is attempting to _____ them. | (A) alter or change<br>(C) destroy   | (B) double check<br>(D) erase                                 | 22. _____ |
| 23. If you <i>traverse</i> a soccer field, you _____ it.  | (A) measure<br>(C) change  | (B) inspect<br>(D) walk across                                | 23. _____ |
| 24. If one country has <i>dominion</i> of another, it _____ it.   | (A) borders on<br>(C) has a low opinion of                                   | (B) rules<br>(D) fears  | 24. _____ |
| 25. Someone who brags about his or her <i>pedigree</i> might _____.   | (A) claim to have met the president<br>(C) claim his grandfather was royalty | (B) say his dog just won a blue ribbon<br>(D) be arrested     | 25. _____ |



Name \_\_\_\_\_

*“I Have a Dream”—Dr. Martin Luther King Jr.*

Our Constitution guarantees certain civil rights to all citizens of the United States. However, not long ago these rights were often **abridged** by local or state laws. These laws created segregated schools and limited voting rights by requiring so-called literacy tests or imposing poll taxes designed to keep African Americans from voting.

For decades, a number of civil rights groups fought these restrictions, but progress was painfully slow. It took the words and actions of Dr. Martin Luther King Jr. to renew and **galvanize** the movement.

This articulate and **charismatic** African American minister inspired an entire generation that had grown impatient for change. Dr. King had for many years been an **indefatigable** worker for civil rights. His frequent, nonviolent efforts on behalf of equality often landed him in jail.

On August 28, 1963, King spoke to the more than 250,000 people assembled in the nation’s capital and to millions of Americans on live television.

This remarkable speech gave the civil rights movement new strength.

I say to you today, my friends, that in spite of the difficulties and **frustrations** of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its **creed**: “We hold these truths to be self-evident, that all men are created equal . . . .”

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their **character** . . . .

So let freedom ring from the prodigious hilltops of New Hampshire . . . .

Let freedom ring from the curvaceous peaks of California . . . .

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children — black men and white men, Jews and Gentiles, Protestants and Catholics — will be able to join hands and sing in the words of the old Negro spiritual, “Free at last! Free at last! Thank God Almighty, we are free at last!”

Delivered before the Lincoln Memorial, these words are among the most **renowned** and often quoted in American history. They had an immediate and **immeasurable** impact upon the nation and upon the civil rights movement in the years that followed. A series of civil rights acts were **eventually** passed, and the long road to Dr. King’s dream become a little shorter.

*Words*

abridge

character

charismatic

creed

eventual

frustration

galvanize

immeasurable

indefatigable

renown

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word could best replace *abridged* in line 2?  
 (A) expanded (B) improved  
 (C) limited (D) transferred  
 1. \_\_\_\_\_
2. Which word or words could best replace *galvanize* in line 8?  
 (A) cut short (B) reduce  
 (C) exhaust (D) energize  
 2. \_\_\_\_\_
3. Which word could best replace *charismatic* in line 9?  
 (A) boring (B) simple  
 (C) wealthy (D) magnetic  
 3. \_\_\_\_\_
4. Which word could best replace *indefatigable* in line 11?  
 (A) sluggish (B) tireless  
 (C) defeated (D) ineffective  
 4. \_\_\_\_\_
5. Which word could best replace *frustrations* in line 17?  
 (A) successes (B) disappointments  
 (C) ideas (D) anger  
 5. \_\_\_\_\_
6. A *creed* (line 20) is a(n) \_\_\_\_\_.  
 (A) anthem (B) arrangement  
 (C) belief (D) proud boast  
 6. \_\_\_\_\_
7. *Character* (line 24) is a person's \_\_\_\_\_.  
 (A) appearance (B) ideas  
 (C) religious beliefs (D) good and bad qualities  
 7. \_\_\_\_\_
8. Which word could best replace *renowned* in line 35?  
 (A) ignored (B) ridiculed  
 (C) famous (D) unusual  
 8. \_\_\_\_\_
9. Which word could best replace *immeasurable* in line 36?  
 (A) enormous (B) immediate  
 (C) uncertain (D) small  
 9. \_\_\_\_\_
10. Which word could best replace *eventually* in line 37?  
 (A) finally (B) never  
 (C) rudely (D) foolishly  
 10. \_\_\_\_\_

Name \_\_\_\_\_

**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Describe an experience you have had in school, on a job, or at home. Use a form of the word *frustrate*.

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2. Describe the effect of some historic event using any form of the word *immeasurable*.

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3. Complete the following: The Peace Corps is looking for young men and women of good *character*. All applicants must . . .

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4. Use any form of the word *renown* to describe an athlete, movie star, or musical group.

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5. Describe a real or imaginary person you feel has worked hard on behalf of an important cause such as the environment or a political candidate. Use a form of the word *indefatigable*.

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Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

6. The mayor’s demand that the newspaper stop publishing critical editorials was met with numerous protests. Most citizens felt this was an *abridgement* of the freedom of the press. 6. \_\_\_\_\_
7. The police investigation proved conclusively that the professor was really a *charisma*. He had fooled everyone into thinking he was a famous scientist. 7. \_\_\_\_\_
8. Until the accident, residents had shown little interest in the traffic problems. But seeing one of their neighbors lying injured on the street *galvanized* their efforts to reduce the speed limit. 8. \_\_\_\_\_
9. If we practice hard every day after school and follow the coach’s directions, the *eventual* victory will be ours. 9. \_\_\_\_\_
10. The rusty hinges on the door made an eerie *creed* as it swung back and forth in the evening breeze. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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### *Mastering Meaning*

Martin Luther King’s speech had a strong impact on his audience. In addition to his powerful use of words, he had a remarkable talent for stating things in memorable ways. In his August 1963 speech he repeated the phrase “I have a dream . . .” several times, building slowly to the climactic “Free at last!” Write a series of statements stating your dream for the future of our nation. Begin each statement with “I have a dream . . .” Use some words you studied in this lesson.

Name \_\_\_\_\_

You may not agree with the old saying, "Money makes the world go 'round," but it is hard to deny that money and business play an important part in everyone's life. It is no surprise then that our language has so many words to describe our interactions in the areas of money and business. In this lesson you will learn ten words frequently used in the world of business and money.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

At the annual meeting of the nation's popcorn growers, the growers decided to form a *cartel* to set the prices charged by all the producers.

1. (A) an association of producers in a particular industry that works to improve the industry's image
- (B) an association of producers in a particular industry that buys out the smaller producers
- (C) an association of producers in a particular industry that works to control the market
- (D) an association of producers in a particular industry that works to influence public officials and legislators

An advantage of keeping your money in a savings account is that your money will *accrue* interest.

2. (A) invest
- (B) accumulate over time
- (C) discount
- (D) keep track of

The drug company printed long warnings on packages of its new drug in an attempt to *indemnify* itself from legal action in case the medicine had some unexpected side effects.

3. (A) insure or protect against loss, damage, or injury
- (B) safeguard the reputation of a person or business
- (C) use the media to inform the public about a product
- (D) cause a movement to gain strength or vigor

The United States was able to industrialize because it had workers and natural resources. Perhaps most important, it had the *capital* and the confidence to spend it building factories and railroads, knowing such investments would pay for themselves in the long run.

4. (A) the most important kind of wealth a person possesses
- (B) money loaned to a company by others
- (C) wealth that comes from land
- (D) wealth that is used to produce more wealth

### Words

accrue  
audit  
capital  
cartel  
collateral  
indemnify  
liquidate  
lucrative  
pecuniary  
usury

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



No one could understand how Inez Santos could leave a *lucrative* job on Wall Street to go back to art school. Inez said she didn't mind giving up a few luxuries for a more personal challenge.

5. (A) temporary
- (B) profitable
- (C) difficult
- (D) illegal

5. \_\_\_\_\_

When businesses hire an accounting firm to *audit* their financial records, they hope the accountants will not find big mistakes.

6. (A) examine and verify the accounts of a business
- (B) listen carefully to the complaints of employees
- (C) copy and store the records of a business
- (D) conceal from competitors

6. \_\_\_\_\_

After some banks began charging interest rates of 20 percent and more, the legislature considered several laws to prevent such *usury*.

7. (A) excessive rates of interest
- (B) illegal business practices
- (C) generosity
- (D) confusion

7. \_\_\_\_\_

To get her new business started, Mavina Gates borrowed money from the bank, putting up her house as *collateral*.

8. (A) proof of success
- (B) a major source of customers for a business
- (C) a temporary turnover of property
- (D) property pledged as security for the repayment of a loan

8. \_\_\_\_\_

Before Lee applied for a mortgage, he used his inheritance from Aunt Molly to *liquidate* his college loans so that he would have a clean financial slate.

9. (A) combine into a more fluid state
- (B) refinance
- (C) pay off
- (D) get rid of by force or violence

9. \_\_\_\_\_

When Senator Dobbs announced that he would not run for a third term, he reminded his listeners that the *pecuniary* rewards of public service are few and that he had children to send to college.

10. (A) personal
- (B) financial
- (C) intangible
- (D) usable

10. \_\_\_\_\_



Name \_\_\_\_\_



### Applying Meaning

Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

1. Although you had to give the landlord a month's rent for security, at least it *accrued* interest while you lived in the apartment. 1. \_\_\_\_\_
2. Henry Bell knew something was wrong at the factory when he heard the garbled *audit* on his answering machine. 2. \_\_\_\_\_
3. Before you decide to invest in a company, you must decide if you like the location and design of its *capital*. 3. \_\_\_\_\_
4. By limiting the number of cattle offered to the meat packing companies, the *cartel* of ranchers hoped to be able to raise the prices they charged. 4. \_\_\_\_\_
5. My brother-in-law asked me to put up my land in Maine as *collateral* for a loan so he could finish school. 5. \_\_\_\_\_
6. The actress said that she was going to sue the sleazy newspaper that *indemnified* her reputation by printing bogus pictures of her. 6. \_\_\_\_\_
7. In order to *liquidate* the deceased man's debts, his survivors auctioned his estate. 7. \_\_\_\_\_
8. John told me that he passed up the Raymond account. He said it might have been *lucrative*, but the Raymond people were just too hard to work with. 8. \_\_\_\_\_
9. I like all of the candidate's ideas on foreign affairs. However, I think his *pecuniary* policies would destroy this country's economy. 9. \_\_\_\_\_
10. After years of *usury*, the car was rusted and badly in need of repair. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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## *Our Living Language*

**pecuniary**

In many early societies, one's wealth was measured by the number of cattle the person owned. This was especially true in times and places where there was no standard currency. The Latin word for cattle was *pecus*, and it naturally became associated with wealth and money. It eventually entered the English language as *pecuniary*, meaning "having to do with money."

**Cooperative Learning:** Money is a word that inspires numerous slang expressions such as "bread" and "dough." Work with a partner to list as many slang expressions as you can think of for money and wealth.

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**Cooperative Learning:** Money is a word that inspires numerous slang expressions such as "bread" and "dough." Work with a partner to list as many slang expressions as you can think of for money and wealth.

# The Roots -ben- and -mal-

Lesson

15

Part A

Name \_\_\_\_\_

In Latin the word for good or well is *bene*. We often find it at the beginning of English words like *benefit* or similar words with “good” as part of their meaning. The Latin word *malus*, on the other hand, means “bad.” It, too, is found at the beginning of many English words like *malcontent*, words with “bad” as part of their meaning. The vocabulary words in this lesson all have one of these “good” or “bad” roots.

Root	Meaning	English Word
-ben-	good, well	benign
-bene-		benefactor
-mal-	bad	malignant

## Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. This noun came into English through the French word *malade*, meaning “sick” or “in a bad condition.”

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2. This verb is derived from the Middle English word *malignen*, which meant “to attack.” The modern word is more narrow, with its “slandorous” connotation.

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3. In this adjective, you can see the Latin word *velle*, meaning “to wish.” It now suggests doing good.

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## Words

benediction

benefactor

benevolent

benign

malady

malaise

malevolence

malicious

malign

malignant



4. This adjective is a form of the answer to number 2, but it is usually used in a medical context.

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5. The literal meaning of the roots in this noun are “bad ease.” You can see the French word *aise* meaning “ease” in this word.

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6. This noun might name someone who gives a big donation to a school or hospital.

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7. This word is the adjective form of *malice*. It can be used to describe gossip or someone’s intentions.

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8. This noun is a combination of two Latin words. One is the Latin word *dicere*, meaning “to say.” This word literally means “saying good.”

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9. This word is related to *benevolent*, but the word is a noun and has a “bad” meaning.

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10. If a tumor or similar growth is not cancerous, or if a smile is pleasant and friendly, we refer to it with this “good” adjective.

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Name \_\_\_\_\_



### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Complete this sentence: With the help of a *benevolent* wind, the sailboat \_\_\_\_\_."

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2. Describe the way grandparents might look at their grandchildren. Use a form of the word *benign*.

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3. Use the word *benediction* in a sentence about a wedding or a funeral.

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4. Write a sentence describing what a *benefactor* might do for the school she attended.

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5. Write a sentence about how someone might feel after being alone and a long way from home for months. Use the word *malaise*.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

6. His jealousy of his brother's success ate at Nick like a \_\_\_\_\_ tumor. (benevolent; malignant)

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7. During the campaign, Anita Schneider attempted to \_\_\_\_\_ Mike Halligan's character by suggesting he cheated on his taxes. (benign; malign)
- \_\_\_\_\_
- \_\_\_\_\_
8. The mysterious \_\_\_\_\_ were apparently transmitted throughout the hotel through the heating system. (benedictions; maladies)
- \_\_\_\_\_
- \_\_\_\_\_
9. The \_\_\_\_\_ of the evil queen toward Snow White was dramatically portrayed in the film. (malady; malevolence)
- \_\_\_\_\_
- \_\_\_\_\_
10. The vandalism at the school was no small joke; it was a \_\_\_\_\_ attempt to destroy property. (malicious; malign)
- \_\_\_\_\_
- \_\_\_\_\_

### ***Bonus Word***

#### **malaria**

The word *malaria*, a disease carried by mosquitoes, got its name from an early belief about how this disease was transmitted. Initially, it was thought that the fever and chills associated with the illness were the result of breathing unwholesome air. Consequently, it was named for the Italian words for bad air, *mal aria*.

**Use Your Dictionary:** Find additional words beginning with the *-mal-* or *-ben-* root. Write a sentence that demonstrates the meaning of each word you find.



Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 13 through 15? Take the following test covering the words from the last three lessons.

### Part 1 Choose the Correct Meaning

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

#### Sample

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) send	S. <b>B</b>
1. ABRIDGE	(A) restrict (C) join	(B) prolong (D) cancel	1. _____
2. MALADY	(A) tune (C) evil intent	(B) quiet (D) illness	2. _____
3. LUCRATIVE	(A) foolish (C) profitable	(B) ridiculous (D) easily disposed of	3. _____
4. ACCRUE	(A) trim (C) accuse	(B) grow (D) watch closely	4. _____
5. BENIGN	(A) kind (C) simple	(B) generous (D) enlarged	5. _____
6. CREED	(A) belief (C) credit	(B) give up (D) money	6. _____
7. INDEFATIGABLE	(A) undefeated (C) slender	(B) tireless (D) cheerful	7. _____
8. BENEDICTION	(A) addiction (C) blessing	(B) proverb (D) inheritance	8. _____
9. LIQUIDATE	(A) melt (C) appear in court	(B) settle accounts (D) seal	9. _____
10. CHARACTER	(A) personal qualities (C) type of myth	(B) opinion (D) facial expression	10. _____

Go on to next page. ➤

11. MALAISE	(A) suggestion (C) type of food	(B) violence (D) uneasiness	11. _____
12. COLLATERAL	(A) throw back (C) security for a loan	(B) gigantic (D) high rate of interest	12. _____
13. MALIGNANT	(A) harmful or evil (C) believable	(B) easily bent (D) remorseful	13. _____
14. GALVANIZE	(A) harden (C) decay	(B) move to action (D) measure	14. _____
15. PECUNIARY	(A) financial (C) place where birds are kept	(B) small (D) risky	15. _____

### Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct answer on the line provided.

Column A	Column B	
16. usury	a. a group that tries to control the price of a product	16. _____
17. benevolent	b. to examine and verify	17. _____
18. indemnify	c. a quality that attracts followers	18. _____
19. audit	d. excessive interest on a loan	19. _____
20. malign	e. desiring to do good	20. _____
21. charisma	f. to protect from loss or damage	21. _____
22. renown	g. to prevent from achieving a goal	22. _____
23. frustrate	h. to slander	23. _____
24. cartel	i. honor or fame	24. _____
25. benefactor	j. a person who has given money or help	25. _____



Name \_\_\_\_\_

## Lightning

*Spectacular, searing, explosive, and fiery* are words used in attempts to **depict** the image of a bolt of lightning. Even fireworks, with their color and noise, cannot **surpass** the drama of lightning in the summer sky. The cause for these mysterious **exhibitions** of light patterns has always fascinated the curious who seek to explain such things.

The Earth, like an enormous battery, leaks electricity. Electrons bleed from negatively charged areas of the Earth to the **atmosphere**. In time, clouds may build up an electrical charge 100 million times more powerful than the charge contained on the Earth below. When this charge becomes stronger than the insulating air, it returns to Earth in the form of lightning.

Another source of lightning is thunderheads. These clouds are filled with moisture in the form of ice crystals. As some of the ice crystals grow larger, becoming hail, they start to fall. Within the billowing thunderhead, the falling hail **collides** with rising ice crystals and strips electrons off the crystals. The result is that the upper section of the cloud becomes positively charged, while the bottom is negatively charged. This **induces** an area of positive charge on the Earth below. Eventually, it forces the electrons from the sky to the Earth. Just as a spark leaps between the points of a spark plug, electrons jump the gap. The result is lightning.

Lightning strikes the earth as many as 100 times every second. A single bolt of lightning may develop 3,750 million kilowatts of power, but its energy lasts only a fraction of a second. Much of the **inherent** energy in a lightning bolt is lost as heat. The peak temperature in a channel (the path a bolt of lightning travels) may be as high as 55,000 degrees Fahrenheit. However, it lasts for only a few millionths of a second. Even more **impressive** is the speed at which lightning bolts can travel—as fast as 100,000 miles per second.

One of the hot spots for lightning in the United States is central Florida. Why is lightning so **prevalent** in this area? Central Florida has two of the main **ingredients** for electrical storms—moist air and heat. By contrast, the state of Washington, which also has plenty of moisture, has almost no lightning storms. The reason is simply that temperatures are much lower than the tropical heat of the Sunshine State.

As fascinating as such storms are to watch, one should always seek shelter in an electrical storm. Standing out in the open or under a tree can be very dangerous. Lightning is attracted to both tall trees and open areas. Golf courses, parks, and beaches are excellent targets for bolts from the blue. As many as one hundred Americans are killed by lightning every year. So, no matter how much one enjoys watching nature's fireworks, electrical storms should always be treated with respect.

### Words

atmosphere

collide

depict

exhibition

impressive

induce

ingredient

inherent

prevalent

surpass



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word could best replace *depict* in line 2? 1. \_\_\_\_\_  
 (A) portray (B) distort  
 (C) deceive (D) deny
2. Which word could best replace *surpass* in line 3? 2. \_\_\_\_\_  
 (A) surprise (B) lack  
 (C) limit (D) exceed
3. In line 4, *exhibitions* means \_\_\_\_\_. 3. \_\_\_\_\_  
 (A) arrangements (B) displays  
 (C) disguises (D) jumbles
4. Which word could best replace *atmosphere* in line 7? 4. \_\_\_\_\_  
 (A) wind (B) air mass  
 (C) tides (D) pressure
5. Which word could best replace *collides* in line 14? 5. \_\_\_\_\_  
 (A) brushes (B) falls  
 (C) slips (D) bumps
6. In line 16, the word *induces* means \_\_\_\_\_. 6. \_\_\_\_\_  
 (A) causes (B) defines  
 (C) determines (D) leads
7. Which word could best replace *inherent* in line 22? 7. \_\_\_\_\_  
 (A) inherited (B) exact  
 (C) built-in (D) irregular
8. Which word could best replace *impressive* in line 26? 8. \_\_\_\_\_  
 (A) dramatic (B) influential  
 (C) expectant (D) ineffective
9. Which word could best replace *prevalent* in line 29? 9. \_\_\_\_\_  
 (A) unusual (B) mild  
 (C) widespread (D) uncommon
10. In line 30, the word *ingredients* means \_\_\_\_\_. 10. \_\_\_\_\_  
 (A) opinions (B) arguments  
 (C) elements (D) predictions

Name \_\_\_\_\_

**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Describe the weather in the desert. Use the word *atmosphere* in your description.

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2. Tell about a close call on the basketball court. Use any form of the word *collide* in your answer.

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3. Think of a painting or poster you have seen and tell about it. Use the word *depict* in your sentence.

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4. Tell about a museum display you have seen. Use any form of the word *exhibition*.

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5. Describe an important day in your life. Use any form of the word *impressive*.

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6. Complete the following sentence: To induce an electric current, . . .

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7. Tell about someone you know who has a natural ability or talent. Use the word *inherent* in your answer.

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8. Tell about plants or animals that are found only in certain areas of the world. Use the word *prevalent* in your answer.

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9. Describe an athletic record that was broken. Use a form of the word *surpass*.

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10. Describe how to prepare one of your favorite foods. Use a form of the word *ingredient*.

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Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

11. It was sad to see that family *depicted* from their apartment.

11. \_\_\_\_\_

12. The young women put on an amazing *exhibition* of tap dancing.

12. \_\_\_\_\_

13. Billowing thunderheads extend high into the *atmosphere*.

13. \_\_\_\_\_

14. Thick vegetation was *prevalent* in the rain forest.

14. \_\_\_\_\_

15. Janet's blond hair was *inherent* from her mother.

15. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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### *Mastering Meaning*

As a TV weather forecaster, you must give a brief explanation of lightning storms. Write two or three paragraphs explaining the dangers of lightning and precautions to take if you are caught in a storm. Use some of the words you have studied in this lesson.



## Confusing Pairs

### Lesson

# 17

### Part A

Name \_\_\_\_\_

Having a command of a large vocabulary allows you to make clear and exact distinctions. A large vocabulary also enables you to know the difference between words that look and sound very much alike, but have important differences in their meanings. In this lesson, you will learn five pairs of words that can be easily confused because they look and sound very much alike but have different meanings.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

The workers made *continual* complaints to the manager about the conditions in the mill. It seemed as though there was an angry letter on his desk every other day.

1. (A) repeated frequently  
(B) going on without interruption

The *continuous* sound of the waves lapping at the side of the boat caused everyone to feel relaxed. At night everyone went to sleep immediately.

2. (A) repeated frequently  
(B) going on without interruption

He said he knew nothing about the disappearance of the last piece of cake, but his smile *implied* that he ate it himself.

3. (A) to conclude or reason out from evidence  
(B) to hint or suggest without stating directly

Since she kept looking at her watch and reaching for the door latch, I was forced to *infer* that she was eager to leave.

4. (A) to conclude or reason out from evidence  
(B) to hint or suggest without stating directly

The heavy rains will *affect* the wheat crops. We can expect the price of bread to go up in the next few months.

5. (A) to influence or change  
(B) result

The high price of bread is just one *effect* of the flood. Insurance rates are certain to go up as well.

6. (A) to influence or change  
(B) result

### Words

affect  
effect

avenge  
revenge

continual  
continuous

disinterested  
uninterested

imply  
infer

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

The Northside basketball team swore they would *avenge* their humiliating defeat at the hands of their crosstown rivals at Southside. They would meet again at the end of the season, and they planned to be ready.

7. (A) to get satisfaction for a wrong

7. \_\_\_\_\_

(B) a desire to inflict an injury in return for an insult or injury

When the final buzzer sounded, the scoreboard showed Northside had won by 24 points. Their *revenge* was complete.

8. (A) to get satisfaction for a wrong

8. \_\_\_\_\_

(B) a desire to inflict an injury in return for an insult or injury

For the game to be fair, we need a *disinterested* referee. I do not think Mr. Clark is a good choice. His daughter plays for one of the teams.

9. (A) without interest

9. \_\_\_\_\_

(B) free from bias; impartial

David begged me to play golf with him this weekend, but I declined. I am simply *uninterested* in hitting a ball and then chasing after it.

10. (A) without interest

10. \_\_\_\_\_

(B) free from bias; impartial

Name \_\_\_\_\_



### Applying Meaning

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. Seeing him drive by in that expensive car and wearing his fancy leather jacket, one might easily \_\_\_\_\_ that he had won the lottery. (imply; infer)

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2. The teacher promised that the absence caused by my illness would not \_\_\_\_\_ my grade. (affect; effect)

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3. Instead of going to the concert with my sister, I stayed home and watched the football game. Perhaps when I understand it better, I will enjoy classical music, but right now I am simply \_\_\_\_\_. (disinterested; uninterested)

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4. When the telephone rang for the fourth time, we decided to disconnect the phone. None of us could stand these \_\_\_\_\_ interruptions during dinner. (continual; continuous)

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5. The sheriff feared that the citizens of the town might seek \_\_\_\_\_, so they kept the man accused of the crime under close guard. (avenge; revenge)

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Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

6. The baby cried *continuously* for two hours before the babysitter realized the child’s shoe was tied too tightly. 6. \_\_\_\_\_
7. I tried to finish the book you gave me, but after two chapters I became completely *disinterested*. 7. \_\_\_\_\_
8. The weather is certain to *effect* attendance at the picnic. Why would anyone want to be outside in a thunderstorm? 8. \_\_\_\_\_
9. Unless we speak up in opposition to that proposal, we will be *implying* that we agree with the plan. 9. \_\_\_\_\_
10. Instead of trying to get *avenge* ourselves, it is better to let the police handle things. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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	<b><i>Bonus Word</i></b>
	<b>malapropism</b>
	<i>The Rivals</i> , an 18th-century comedy by Richard Sheridan, featured a character named Mrs. Malaprop, who confuses words with similar sounds but quite dissimilar meanings. For example, at one point she exclaims, “She’s as headstrong as an allegory on the banks of the Nile.”
	The word <i>malapropism</i> has entered the language as a common noun meaning “the comical confusion of two similar words.”
	<b>Work with a Partner:</b> Write a list of malapropisms. You might try to include in a sentence some vocabulary words you have studied, such as
	“I asked the band to play my favorite malady.”

# The Roots -path- and -phobia-

Lesson

18

Part A

Name \_\_\_\_\_

The Greek word *pathos* meant suffering. The *-path-* word part has entered the English language in a variety of ways. It has been added to the ends of some words to mean a type of disorder, as in *psychopath*, meaning one who suffers from an extreme emotional or mental disorder. It can also mean a particular type of medical study, such as *pathology*, the study of the origins and causes of disease.

The Greek word *phobos* meant fear. In English the *-phobia-* word part usually adds the “fear” meaning to another word part or root, as in *hydrophobia*, hydro (water) + phobia (fear) = fear of water. Each vocabulary word in this lesson has one of these word parts.

Root	Meaning	English Word
-path-	suffer strong feelings	psychopath
-phobia-	fear	hydrophobia

## Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. This noun is often used to describe a quality of literature or art that evokes certain feelings. It was taken without change from a Greek word.

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2. This noun combines the word part *-path-* with the Greek word *psyche* meaning “soul” or “spirit.”

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3. In this noun, you can see the Greek word *xenos*, meaning “foreign” or “strange.”

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## Words

acrophobia

apathy

claustrophobia

empathy

hydrophobia

pathetic

pathology

pathos

psychopath

xenophobia

4. This noun begins with the Greek word part *-a-* meaning “without.” It is combined with the word part meaning “strong feelings.”

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5. This word for a type of fear comes in part from the Latin word *claustrum* meaning “an enclosed place.”

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6. This adjective is derived from *pathos* and is a synonym for “pitiful.”

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7. This word combines the Greek prefix *en-*, which is sometimes spelled *em-*, and means “with” or “within,” and the word part for “strong feelings.”

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8. This word includes the familiar *-ology* ending found in the words for various studies such as geology and biology.

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9. In addition to meaning “an unnatural fear of water,” this is another word for rabies, perhaps because one symptom of rabies is a watery mouth.

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10. This word begins with the same Greek word part as *acropolis*, meaning “the highest part of an ancient Greek city.”

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Name \_\_\_\_\_



### Applying Meaning

Each question below contains a vocabulary word from this lesson. Answer each question "yes" or "no" in the space provided.

1. Would a coach want his team to be *apathetic* before a big game? 1. \_\_\_\_\_
2. Would a *claustrophobic* person prefer working on a ranch over working in a coal mine? 2. \_\_\_\_\_
3. Does a *pathologist* study ancient trails and migration patterns? 3. \_\_\_\_\_
4. Would you expect a social worker to *empathize* with those he is trying to help? 4. \_\_\_\_\_
5. Should a person with *hydrophobic* tendencies consider enlisting in the navy? 5. \_\_\_\_\_

For each question you answered "no," write a sentence using the vocabulary word correctly.

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Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

6. Some historians claim that opposition to immigration at the turn of the century was a *xenophobic* reaction to the cultural differences of the Europeans. 6. \_\_\_\_\_
7. The magician demonstrated her *psychopathic* powers by reading the mind of several people in the audience. 7. \_\_\_\_\_
8. The visitor declined the invitation to climb to the top of the Eiffel Tower, claiming he was *acrophobic*. 8. \_\_\_\_\_
9. After waiting for several hours for the rain to stop, the umpires ran out of *pathos* and called the game off. 9. \_\_\_\_\_
10. When the dog began to whimper *pathetically* at the door, Maxine took him for a walk. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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### Test-Taking Strategies

Tests of vocabulary sometimes ask you to choose a synonym for the word being tested. A synonym has the same or nearly the same meaning. For example, *inspect* is a synonym for *examine*. Sometimes the word being tested is given in a sentence. You are given four or five choices from which to select the correct synonym.

#### Sample

S. We already had milk in the refrigerator, so it was *deleted* from the shopping list.

(A) removed      (B) missing      (C) chosen      (D) read

S.     **A**    

When taking this type of test, you should look at each choice and eliminate any answers that are clearly wrong. Test makers may also try to confuse you by including words with sounds or spellings similar to the correct word's or by including antonyms, words with opposite meanings, among the choices.

*Practice:* Choose the synonym for the italicized word in each sentence. Write your choice on the answer line.

1. His *obnoxious* behavior in public caused him to lose most of his friends.

(A) obscure                      (B) pleasant  
(C) disagreeable              (D) ordinary

1.                     

2. At the end of the meeting, the recorder provided a *recapitulation* of the discussion.

(A) opinion                      (B) contradiction  
(C) summary                  (D) reminder

2.                     

3. When the clock began to strike midnight, everyone knew it was time to *terminate* the discussion.

(A) finish                      (B) frighten  
(C) begin                      (D) remove

3.

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 16 through 18? Take the following test covering the words from the last three lessons.

**Part 1 Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

<b>S. FINISH</b>	(A) enjoy (C) destroy	(B) complete (D) send	<b>S. <u>B</u></b>
<b>1. INDUCE</b>	(A) tempt (C) persuade	(B) require (D) enter	<b>1. _____</b>
<b>2. APATHY</b>	(A) indifference (C) pity	(B) fear of heights (D) type of medicine	<b>2. _____</b>
<b>3. INGREDIENT</b>	(A) argument (C) poison	(B) element (D) investigation	<b>3. _____</b>
<b>4. INHERENT</b>	(A) natural (C) false	(B) receive through a will (D) dangerous	<b>4. _____</b>
<b>5. AVENGE</b>	(A) ambush (C) arrange	(B) flee (D) repay	<b>5. _____</b>
<b>6. XENOPHOBIA</b>	(A) fear of strangers (C) suffering	(B) fear of machinery (D) emotional distress	<b>6. _____</b>
<b>7. COLLIDE</b>	(A) put in order (C) collect	(B) hit (D) cooperate	<b>7. _____</b>
<b>8. AFFECT</b>	(A) flaw (C) influence	(B) love (D) cleanse	<b>8. _____</b>
<b>9. PATHOS</b>	(A) landscape (C) anger	(B) pity (D) fear	<b>9. _____</b>
<b>10. IMPRESSIVE</b>	(A) forceful (C) producing awe	(B) flattened (D) simple	<b>10. _____</b>

Go on to next page. ➤



- |                   |   |  |           |
|-------------------|---|--|-----------|
| 11. PREVALENT     | (A) common<br>(C) silly                       | (B) preventable<br>(D) one who pretends            | 11. _____ |
| 12. PATHOLOGY     | (A) mental disorder<br>(C) branch of medicine | (B) logical argument<br>(D) the study of migration | 12. _____ |
| 13. DEPICT        | (A) tool for digging<br>(C) trust             | (B) deposit<br>(D) show                            | 13. _____ |
| 14. PATHETIC      | (A) pitiful<br>(C) charitable                 | (B) surprising<br>(D) famous                       | 14. _____ |
| 15. DISINTERESTED | (A) bored<br>(C) impoverished                 | (B) impartial<br>(D) disorderly                    | 15. _____ |

### *Part 2 Matching Words and Meanings*

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the answer line.

#### **Column A**

#### **Column B**

- |                    |  |           |
|--------------------|--|-----------|
| 16. empathy        | a. a person with a severe mental disorder      | 16. _____ |
| 17. claustrophobia | b. sharing another's feelings                  | 17. _____ |
| 18. continuous     | c. to conclude from an examination of evidence | 18. _____ |
| 19. continual      | d. fear of enclosed places                     | 19. _____ |
| 20. acrophobia     | e. without interruption                        | 20. _____ |
| 21. surpass        | f. a display                                   | 21. _____ |
| 22. infer          | g. repeated frequently                         | 22. _____ |
| 23. imply          | h. fear of high places                         | 23. _____ |
| 24. psychopath     | i. to go beyond                                | 24. _____ |
| 25. exhibition     | j. to hint or suggest                          | 25. _____ |

Name \_\_\_\_\_

*In Search of a Common Language*

For centuries, **legions** of clever linguists have attempted to create a world language. With this universal language, they hoped to **foster** goodwill as well as serve the causes of international commerce and learning. None of these languages has been as successful as Esperanto. Although

5 people assume that it was an experiment that failed, Esperantists, estimated to number between eight million and sixteen million, are found throughout the world.

In 1887 Lazarus Ludwig Zamenhof published *Lingvo Internacia de la Doktoro Esperanto* (*International Language by Doctor Hopeful*). Bialystok, Rus-

10 sia (now part of Poland), where Zamenhof grew up, was a place where numerous languages were spoken. As a result, Russians, Poles, Germans, Estonians, and Latvians **profoundly** mistrusted and misunderstood each other. Zamenhof's dream was to fashion a new language through which his neighbors could learn to coexist. His initial goals for the **nascent** lan-

15 guage were for it to be so simple and logical that anyone could learn it, and to be so neutral in political and cultural connotations that it could become everyone's second language.

Zamenhof succeeded in at least one way. The central **tenets** of Esperanto are its elegant simplicity and its **relentless** logic. In contrast to English,

20 with its sometimes bewildering spelling and pronunciation, Esperanto is strictly phonetic. Every word is pronounced exactly as it is spelled. Furthermore, grammar and **syntax** have been reduced to sixteen rules that have no exceptions. For example, every noun ends in *-o*, every adjective in *-a*, and every adverb in *-e*. Experts claim that even a **novice** can learn the language in one hundred hours or less.

25

Furthermore, in keeping with his **prosaic** approach to language, Zamenhof searched dictionaries of the Western world, choosing from each the most common roots on which to graft his new language. From only 2,000 roots, plus a variety of prefixes and suffixes, Esperantists have

30 access to a 10,000-word vocabulary.

Zamenhof's dream of establishing Esperanto as a universal second language never completely caught on. By the end of World War II, English had become the language of business, diplomacy, and science. On a smaller scale, however, Esperanto is doing the work its creator intended.

35 Countries like Japan and China use it to **facilitate** discussions between speakers of different dialects. In this way, Esperanto helps to expand communication among people who might otherwise never communicate at all.

*Words*

facilitate

foster

legion

nascent

novice

profound

prosaic

relentless

syntax

tenet



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which words could best replace *legions* in line 1?  
 (A) reduced quantities (B) secret organizations  
 (C) limited groups (D) large numbers  
 1. \_\_\_\_\_
2. Which word could best replace *foster* in line 2?  
 (A) promote (B) conquer  
 (C) transfer (D) communicate  
 2. \_\_\_\_\_
3. Which word could best replace *profoundly* in line 12?  
 (A) remarkably (B) deeply  
 (C) rarely (D) selectively  
 3. \_\_\_\_\_
4. A *nascent* language (line 14) can best be described as one that is \_\_\_\_\_.  
 (A) expressive (B) coming into being  
 (C) rejected as too difficult (D) imposed on speakers  
 4. \_\_\_\_\_
5. The word *tenets* (line 18) can best be explained as \_\_\_\_\_.  
 (A) speculations (B) followers  
 (C) strange twists (D) principles  
 5. \_\_\_\_\_
6. Which word could best replace *relentless* in line 19?  
 (A) inadequate (B) amusing  
 (C) steady (D) mandatory  
 6. \_\_\_\_\_
7. *Syntax* (line 22) can best be explained as a \_\_\_\_\_.  
 (A) way words are put together to form sentences  
 (B) complicated theory  
 (C) system for translating foreign languages  
 (D) demonstration of how something works  
 7. \_\_\_\_\_
8. Which word or words could best replace *novice* in line 24?  
 (A) expert (B) participant  
 (C) teacher (D) beginner  
 8. \_\_\_\_\_
9. Which word could best replace *prosaic* in line 26?  
 (A) fictional (B) straightforward  
 (C) obscure (D) gentle  
 9. \_\_\_\_\_
10. Which word or words could best replace *facilitate* in line 35?  
 (A) complicate (B) record  
 (C) make easier (D) confuse  
 10. \_\_\_\_\_



Name \_\_\_\_\_



### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Describe how a visitor to Washington, D.C., might react to seeing a historical monument for the first time. Use any form of the word *profound*.

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2. Describe the weather on a typically bleak November day. Use any form of the word *relentless*.

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3. Describe a crowd of people at a sporting event or concert. Use any form of the word *legion*.

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4. Explain how you learned a new task or pursued a new interest. Use any form of the word *novice*.

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5. Write a sentence describing how a gardener might help his plants grow. Use any form of the word *foster*.

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Each question below contains a vocabulary word from this lesson. Answer each question "yes" or "no" in the space provided.

6. Would a professional writer be familiar with grammar and *syntax*?

6. \_\_\_\_\_

7. Is television regarded as *nascent* technology?

7. \_\_\_\_\_

8. Would a *prosaic* speech move its audience to take action because of its imaginative and persuasive power? 8. \_\_\_\_\_
9. Do mnemonic devices *facilitate* memorization of difficult material? 9. \_\_\_\_\_
10. Are *tenets* something that you can acquire at a store or through catalogue shopping? 10. \_\_\_\_\_

For each question you answered “no,” write a sentence using the vocabulary word correctly.

[illegible]

## Mastering Meaning

Suppose a proposal has been made to add Esperanto to the school curriculum. Write a persuasive letter to your school board, urging the members to support your stand on the proposal. Use some of the words you studied in this lesson.

Name \_\_\_\_\_

Language is made up of words, and literature is written by people who are interested in the way words work. It is not surprising, then, that we have many special words associated with language and literature. This lesson presents ten of them.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

Jay put on a blond wig and bright red lipstick and walked around the room with a smug look on his face. His *parody* of the movie star brought roars of laughter from the audience.

1. (A) love
- (B) exaggerated imitation
- (C) detailed description
- (D) theft of another person's ideas

Real estate salespeople hardly ever try to sell you a "house." They always use the word "home" because that word has *connotations* of warmth, coziness, and family.

2. (A) all the meanings of a word
- (B) misleading meanings
- (C) ideas and emotions associated with a word
- (D) unusual or seldom-used meanings

Some crafty politicians purposely use slang or poor grammar in their speeches. They think such *solecisms* make them appear more "folksy."

3. (A) unusual behavior
- (B) humorous speech
- (C) political slogans
- (D) errors in grammar or usage

Playwrights today rarely include *soliloquies* for their characters, perhaps because in real life people do not talk to themselves very much.

4. (A) long, boring speeches
- (B) moments of decision for the main characters in a play
- (C) talking to oneself as if thinking aloud
- (D) lines spoken directly to the audience

### Words

allegory  
allusion  
connotation  
idiom  
jargon  
metaphor  
parody  
patois  
solecism  
soliloquy

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



Although she spoke excellent French, Henriette was not comfortable with the *patois* of Quebec. It was not the same as the French she had studied.

5. (A) dialect other than the standard or literary dialect
- (B) slang
- (C) rapid and mechanical style of speech
- (D) place names and landmarks of a locality

5. \_\_\_\_\_

On the surface John Bunyan's *allegory* titled *Pilgrim's Progress* is about a pilgrim's journey to a place called the Celestial City. In reality, however, the book is about a soul's journey to heaven.

6. (A) story in which animals act like humans
- (B) story in which characters stand for abstract ideas
- (C) any story about pilgrims
- (D) long narrative about a hero

6. \_\_\_\_\_

William Shakespeare is famous for his *metaphors*. Perhaps his most famous one is "All the world's a stage, and all the men and women merely players."

7. (A) figures of speech
- (B) songs
- (C) words having more than one meaning
- (D) long speeches

7. \_\_\_\_\_

Most people trying to learn English have difficulty understanding *idioms* such as "put up with" and "giving way."

8. (A) expressions in which words have different or unusual meanings
- (B) foolish remarks
- (C) thoughtless comments
- (D) types of speech used by uneducated people

8. \_\_\_\_\_

When the speaker called the candidate a modern-day Benedict Arnold, he was making an *allusion* to the infamous Revolutionary War traitor.

9. (A) vague term
- (B) accusation or threat
- (C) word that has recently entered the language
- (D) indirect reference or suggestion

9. \_\_\_\_\_

One of the hardest things about learning computers is getting familiar with the *jargon*. Words like "byte," "download," and "mouse" come up all the time.

10. (A) titles and duties of certain people.
- (B) specialized vocabulary
- (C) code or system for communicating
- (D) humor unique to a particular group

10. \_\_\_\_\_

Name \_\_\_\_\_



### Applying Meaning

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. My grandmother lives in rural Louisiana, and it's sometimes hard to understand her \_\_\_\_\_ when she gets excited. (patois; soliloquy)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. When the minister began his remarks with the overused \_\_\_\_\_  
 "Life is a journey," I knew we were in for a long, boring talk.  
 (idiom; metaphor)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Because our foreign visitors did not understand the \_\_\_\_\_,  
 when I asked them to carry out my orders they picked up the papers  
 and went outside. (idiom; parody)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. In Hamlet's famous "To be or not to be" \_\_\_\_\_, he thinks  
 aloud about committing suicide. (allegory; soliloquy)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. It was no accident that the candidate made numerous \_\_\_\_\_  
 to his military service, since his opponent had no such experience.  
 (allusions; connotations)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. When Steve rehearsed his speech before the school administrators, he  
 shocked them by using numerous \_\_\_\_\_. (connotations; solecisms)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. There is nothing as frustrating as having a doctor explain your illness using \_\_\_\_\_ you do not understand. (jargon; parodies)

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8. To many Americans, the word *politician* \_\_\_\_\_ smoke-filled rooms and shady deals. (alludes; connotes)

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9. In the medieval \_\_\_\_\_ *Everyman*, the title character must meet Death. All his friends, including Five Wits, Beauty, and Knowledge, desert him, but Good Deeds stays with him to the end. (allegory; parody)

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10. For my senior drama project, I am going to write and produce a \_\_\_\_\_ of *The Phantom of the Opera* called *The Fantom of the Auditorium*. (parody; patois)

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### ***Bonus Word***

#### **shibboleth**

According to the Bible, when the soldiers of Gilead captured an important crossing point over the Jordan River, they devised an unusual way to keep the enemy from using the crossing. Anyone seeking to cross the river was asked to say the word *shibboleth*, the Hebrew word for stream. Being unfamiliar with the *sh* sound in Hebrew, their enemies would pronounce it *sibboleth*, and thereby reveal their true identity.

In English *shibboleth* now means a kind of password or way of using language that distinguishes one group or profession from another.

**Write a List:** Make a list of other shibboleths you recognize. Music, movies, and the computer fields are good sources.



# The Roots -scrib-, -script-, and -tract-

Lesson

21

Part A

Name \_\_\_\_\_

When medieval monks wanted to write, they retired to the scriptorium, a room set aside for writing and copying. The word *scriptorium*, like many other English words having to do with writing, comes from the Latin word *scribere* meaning “to write.”

Words containing the Latin root *-tract-* come from the verb *trahere*, meaning “to draw” or “to pull.” You see this word in *tractor* and *distraction*. The vocabulary words in this lesson all have one of these roots

Root	Meaning	English Word
-scrib-	write	ascribe
-script-		scripture
-tract-	draw, pull	extract

## Unlocking Meaning

Write a vocabulary word for each of these definitions or clues. Then rewrite the definition in your own words. Use the flash card to check your answer.

1. to force or order into military service through a written notice; to draft

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2. a note or a series of notes written at the end of a letter; it has the prefix *post-*, meaning “after”

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3. not easily handled or moved; stubborn

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4. to assign or attribute to a cause

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## Words

ascribe

conscript

detract

extract

intractable

nondescript

postscript

proscribe

protract

scripture

5. without distinctive qualities and therefore difficult to describe

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6. to draw or pull out; it has the *ex*-prefix, meaning “out”

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7. a sacred writing or book

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8. to draw out or lengthen in time

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9. to take away a desirable part; to lessen in value or importance

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10. to condemn or prohibit

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Name \_\_\_\_\_



### Applying Meaning

Write the vocabulary word that fits each clue below. Then write a sentence using any form of the vocabulary word correctly. You may want to use the information in the clue.

1. The Bible and the Koran are examples.

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2. The abbreviation for this word in a letter is P.S.

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3. Dentists do it to teeth. You might do it to the juice in an orange.

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4. This word could describe a house in a neighborhood of identical houses.

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Each question below contains a vocabulary word from this lesson. Answer each question "yes" or "no" in the space provided.

- |   |           |
|---|-----------|
| 5. If a discussion of a problem becomes <i>protracted</i> , does it last longer?      | 5. _____  |
| 6. If you <i>ascribe</i> to a magazine, does it arrive in the mail?                   | 6. _____  |
| 7. Is a volunteer army made up of <i>conscripts</i> ?                                 | 7. _____  |
| 8. If a donkey is stubborn, might you call him <i>intractable</i> ?                   | 8. _____  |
| 9. If an activity is against the law, can you say it is a <i>proscribed</i> activity? | 9. _____  |
| 10. Is <i>detraction</i> a synonym for subtraction?                                   | 10. _____ |





Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 19 through 21? Take the following test covering the words from the last three lessons.

### Part 1 Complete the Sentence

Decide which definition best completes the sentence. Write the letter for your choice on the answer line.

1. If you tell a computer expert to explain something without using a lot of *jargon*, you want her to \_\_\_\_\_.  
 (A) be brief and to the point  
 (B) avoid technical or highly specialized words  
 (C) use humor  
 (D) tell her thoughts without interruption  
 1. \_\_\_\_\_
2. A *nondescript* suit would \_\_\_\_\_.  
 (A) look very much like every other suit  
 (B) lend itself to a detailed description  
 (C) probably be very expensive  
 (D) have a special pocket for pencils and pens  
 2. \_\_\_\_\_
3. A *prosaic* task would probably \_\_\_\_\_.  
 (A) be lively and interesting  
 (B) require great strength  
 (C) take several days  
 (D) be dull and practical  
 3. \_\_\_\_\_
4. If a new law had a *profound* effect on crime, its impact was \_\_\_\_\_.  
 (A) hardly noticeable  
 (B) thorough and far-reaching  
 (C) impossible to determine  
 (D) unusual  
 4. \_\_\_\_\_
5. An actor who recites a *soliloquy* would \_\_\_\_\_.  
 (A) reveal his thoughts in a long speech  
 (B) probably provoke laughter  
 (C) speak to another character  
 (D) make fun of someone or something  
 5. \_\_\_\_\_
6. If an old manuscript is *ascribed* to Mark Twain, it \_\_\_\_\_.  
 (A) was signed by Mark Twain  
 (B) may have been stolen from Mark Twain  
 (C) is assumed that Mark Twain wrote it  
 (D) was addressed to Mark Twain  
 6. \_\_\_\_\_

Go on to next page. ➤

7. A *novice* mechanic \_\_\_\_\_.

- (A) is an expert on new machinery
- (B) is an inexperienced beginner
- (C) refuses to learn new techniques
- (D) is an experienced expert

7. \_\_\_\_\_

8. When the teacher *proscribed* chewing gum in class, she \_\_\_\_\_.

- (A) allowed it
- (B) outlawed it
- (C) restricted it to certain areas
- (D) encouraged it

8. \_\_\_\_\_

9. When a speaker *alludes* to a historic event, he \_\_\_\_\_.

- (A) discredits it
- (B) describes it in detail
- (C) takes credit for it
- (D) makes an indirect reference to it

9. \_\_\_\_\_

10. Someone holding an *intractable* opinion on an issue \_\_\_\_\_.

- (A) stubbornly refuses to change
- (B) is uncertain about his or her position
- (C) tends to change his or her mind frequently
- (D) knows little about the issue

10. \_\_\_\_\_

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

### Column A

### Column B

- |                 |   |
|-----------------|---|
| 11. syntax      | a. prolong                                    |
| 12. facilitate  | b. advance                                    |
| 13. conscript   | c. belief                                     |
| 14. parody      | d. way of putting words together in sentences |
| 15. nascent     | e. written afterthought                       |
| 16. relentless  | f. to force into service                      |
| 17. tenet       | g. sacred writing                             |
| 18. protract    | h. coming into being                          |
| 19. scripture   | i. make easier                                |
| 20. connotation | j. implied comparison                         |
| 21. metaphor    | k. steady                                     |
| 22. extract     | l. local form of a language                   |
| 23. patois      | m. humorous imitation                         |
| 24. foster      | n. implied meaning of a word                  |
| 25. postscript  | o. take out by pulling                        |

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_



Name \_\_\_\_\_

*The Delany Sisters**Words*

annals

confound

feisty

hale

longevity

militant

preeminent

relegate

sanction

serene

The oldest living members of a **preeminent** African American family are also the oldest living authors in this country. Annie Elizabeth (Bessie) and Sarah (Sadie) Delany were 102 and 104 when they wrote *Having Our Say: The Delany Sisters' First Hundred Years*. The **annals** of their life together

comprise a best-selling book that offers remarkable insight into what it means to live for over a century.

Bessie and Sadie are the daughters of a man born into slavery and a woman of mixed racial parentage who was born free. Two of ten children, they lived on the campus of St. Augustine's School in Raleigh, North Carolina, where their father was principal and the first elected African American bishop of the Episcopal Church. Coming from a large, racially mixed family, the Delany children thought little about color. So they were **confounded** by the racial prejudices they encountered as they ventured into the outside world. During the era of Jim Crow, when segregation was enforced by legal **sanctions**, it was a shock to be **relegated** to the back of the trolley and to drinking fountains labeled "colored."

After graduating from St. Augustine's, Bessie and Sadie worked as teachers to earn money for college tuition. By 1916 they had moved to New York, where Sadie enrolled at Pratt Institute and Bessie was accepted into Columbia University's School of Dentistry. At a time when few Americans, black or white, ever went beyond high school, Sadie transferred to Columbia and earned her bachelor's and master's degrees, and Bessie became the second black woman licensed to practice dentistry in New York City.

Each sister developed her own way of coping with the racism she encountered. Bessie, **feisty** and outspoken, believed in confrontation at any cost. As a female black dentist, she was on the front lines of double battles for equal rights. At first she refused to join her friends at sit-ins at the lunch counters of white restaurants in Harlem; however, after being threatened by the Ku Klux Klan on Long Island, she became more **militant**. Sadie, more **serene** and easygoing than her sister, learned to navigate through the system. When a principal of a white school refused to hire her because he thought her southern accent would be damaging to the children, Sadie went to a speech coach. Eventually she became the first African American in New York to teach domestic science on the high school level.

Still **hale** and fiercely independent, the Delany sisters handle their own finances, prepare their meals, and look after the home that they have always shared. They attribute their **longevity** to a routine of morning yoga, a concoction of chopped garlic and cod liver oil, and a diet dominated by vegetables and boiled tap water.

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word could best replace *preeminent* in line 1? 1. \_\_\_\_\_  
 (A) familiar (B) outstanding  
 (C) simple (D) exclusive
  
2. The word *annals* (line 4) could best be explained as \_\_\_\_\_. 2. \_\_\_\_\_  
 (A) historical accounts (B) rumors  
 (C) necessary lessons (D) predictions
  
3. Which word could best replace *confounded* in line 13? 3. \_\_\_\_\_  
 (A) honored (B) escaped  
 (C) humbled (D) confused
  
4. The word *sanctions* (line 15) could best be explained as \_\_\_\_\_. 4. \_\_\_\_\_  
 (A) arguments (B) unexpected entanglements  
 (C) authorizations (D) announcements
  
5. Which word could best replace *relegated* in line 16? 5. \_\_\_\_\_  
 (A) assisted (B) promoted  
 (C) banished (D) discarded
  
6. Which word could best replace *feisty* in line 26? 6. \_\_\_\_\_  
 (A) foolish (B) quiet  
 (C) clumsy (D) quarrelsome
  
7. A *militant* (line 31) person could best be described as someone who \_\_\_\_\_. 7. \_\_\_\_\_  
 (A) fights for a cause (B) avoids conflict  
 (C) ignores tradition (D) follows a leader
  
8. Which word could best replace *serene* in line 31? 8. \_\_\_\_\_  
 (A) spellbound (B) calm  
 (C) charitable (D) opposite
  
9. Which word could best replace *hale* in line 37? 9. \_\_\_\_\_  
 (A) available (B) vague  
 (C) vigorous (D) obedient
  
10. *Longevity* (line 39) could best be described as \_\_\_\_\_. 10. \_\_\_\_\_  
 (A) adaptability (B) a quest for equal rights  
 (C) standard behavior (D) length of life



Name \_\_\_\_\_

Lesson

22

Part B

**Applying Meaning**

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. George Washington Carver was the first African American to take his place in the \_\_\_\_\_ of science because of his contributions to agriculture and the economy. (annals; sanctions)

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2. As the moon rose over our lonely campsite, only the sound of crickets and the babbling of the stream broke the \_\_\_\_\_ night air. (hale; serene)

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3. The more doctors learn about how the human body ages, the better health care they can provide to increase \_\_\_\_\_. (longevity; preeminence)

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4. The intricate plots of some English mysteries can \_\_\_\_\_ even the most experienced and careful readers. (confound; relegate)

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5. In foreign affairs, \_\_\_\_\_ are economic penalties imposed by one or more nations on another nation. (militants; sanctions)

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Follow the directions below to write a sentence using a vocabulary word.

6. Describe the behavior of an animal that is difficult to train. Use any form of the word *feisty*.

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7. Explain the fate of a favorite childhood possession. Use any form of the word *relegate*.

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8. Explain the circumstances that led to a protest. Use any form of the word *militant*.

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9. Describe the condition of someone who has been sick or injured. Use any form of the word *hale*.

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10. Describe a person's or a group's accomplishments or reputation. Use any form of the word *preeminent*.

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### *Mastering Meaning*

Biographies and autobiographies are extremely popular because they provide fascinating insights into events, times, places, and people that we would otherwise not have known. Write a sketch about yourself, a person you know well, or a historical figure in which you reveal something special or curious. Use some of the words you studied in this lesson.

# Vocabulary of the Strange and Unusual

Lesson

23

Part A

Name \_\_\_\_\_

Samuel Johnson wrote "Whereso'er I turn my view,/All is strange, yet nothing new." Our language supports Johnson's statement; it is full of words that refer to various degrees of strangeness. In this lesson you will learn ten words that deal with the strange and unusual.

## Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

- Beatrice is a brilliant musician, but her habits are so *erratic* that she may never have the discipline for a professional career.
  - strictly uniform
  - wrong or sinful
  - reliable
  - lacking consistency and regularity
- That performer is known for her *outlandish* costumes and elaborate hairdos. In her last performance she wore her jacket backward.
  - conspicuously unconventional
  - plain or simple
  - offensive to decency and morality
  - from the wilderness or hinterland
- When our family plays the game, we *deviate* from the instructions and give each player more turns than the rules state.
  - separate into parts, sections, groups, or branches
  - depart from a set course
  - misuse, break, or destroy
  - hide
- The ugly characters, twisted scenery, and pointless actions in the *bizarre* movie haunted us for weeks.
  - foreign, imported
  - wicked, evil, sinister
  - odd, grotesque
  - painful
- Emily Dickinson displayed a number of *eccentricities*. For years she wore only white dresses and rarely left her house.
  - odd or peculiar characteristics
  - childlike actions
  - lively personality traits
  - costumes

## Words

aberrant  
anomaly  
bizarre  
deviate  
eccentricity  
errant  
erratic  
idiosyncratic  
incongruous  
outlandish

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. I will keep Aunt Sophie's big, overstuffed chair even though it may look a little *incongruous* with the rest of my sleek, modern furniture. 6. \_\_\_\_\_  
(A) unreliable  
(B) wild, out of control  
(C) simple  
(D) inconsistent or inappropriate
7. Isabella Stewart Gardner liked to shock the proper society of Boston with *idiosyncratic* habits such as walking a tame leopard on a leash. 7. \_\_\_\_\_  
(A) illegal  
(B) irritating  
(C) peculiar  
(D) dangerous
8. *Aberrant* behavior is often the first noticeable symptom of a mental illness. 8. \_\_\_\_\_  
(A) unique  
(B) differing from the normal  
(C) attractive  
(D) humorous or witty
9. The veterinarian said that our cat, who has one green eye and one blue eye, is something of an *anomaly*. 9. \_\_\_\_\_  
(A) something different from the usual or expected  
(B) eerie stranger  
(C) something not acceptable  
(D) ghostly shape
10. Sir Gawain was an *errant* knight who was almost killed by the tricky Green Knight. If you look for trouble, you usually find it. 10. \_\_\_\_\_  
(A) invisible  
(B) out of control  
(C) lost  
(D) wandering in search of an adventure





	<b><i>Cultural Literacy Note</i></b>
	<b>The Weird Sisters</b>
	According to Greek and Roman mythology, a person's fortunes or misfortunes were determined by the Fates—three women sometimes called the Weird Sisters, who arbitrarily wove and cut the fabric of a person's life. The Middle English <i>werde</i> meant “fate,” the control of a person's life and death. The modern word <i>weird</i> retains part of the original suggestion of “strange” or “odd.”
	<b>Do Some Research:</b> Check the mythologies of various cultures, such as the Native American and Scandinavian, to see how they explained the concept of fate.

# The Roots -ject- and -tang-

## Lesson 24

### Part A

Name \_\_\_\_\_

The Latin word *jacere* means “to throw.” This word survives as the *-ject-* root in numerous English words that still retain a suggestion of “throwing.” For example, if you “reject” something, you are in a sense throwing it out. Another Latin word, *tangere*, means “to touch.” It too survives in many English words in slightly different forms, such as *-tang-* in *tangent* and *-tact-* in *contact*.

Root	Meaning	English Word
-ject-	to throw	conjecture
-jac-		adjacent
-tang-	to touch	tangible
-tact-		tact
-tig-		contiguous
-tin-		contingent

### Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Find the root in the vocabulary word and think about how it is used in the passage. Then write a definition for the vocabulary word. Compare your definition with the definition on the flash card.

1. We had no way of knowing for certain how the experiment would turn out. Jason’s belief that the liquid would change color was only a *conjecture*.

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2. The fierce tornado uprooted trees, destroyed homes, and closed down the power plant. It seemed miraculous that the school was left *intact*.

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3. She thought she knew poverty in her own city. But the cardboard shacks and open sewage canals she surveyed on her mission to Bangladesh were the most *abject* forms of poverty she had ever seen.

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### Words

abject  
adjacent  
conjecture  
contiguous  
contingent  
intact  
subjective  
tact  
tangent  
tangible



4. In a marathon or similar contest, the winner is easy to pick; it is the person who crosses the finish line first. Deciding the winner in figure skating or diving is much more *subjective*. Judges may differ in their opinions.

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5. Because the merchandise had been damaged, Sarah could not give the customer a refund. Giving him this news would require great *tact*. He was, after all, one of the store's best customers.

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6. The picnic is planned for Saturday at Memorial Park, but everything is *contingent* on the weather. If it rains, we will reschedule the picnic for next week.

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7. The ice-skating rink will be easy to find. Everyone knows how to get to Springside School, and the skating rink is *adjacent* to the school.

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8. The principal was not satisfied by assurances that the class was doing much better work. She wanted to see some test scores or other *tangible* results.

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9. The weather report did not include the forecasts for Alaska and Hawaii. It mentioned only the *contiguous* forty-eight states.

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10. As the sun slowly dropped in the western sky, its outline momentarily was *tangent* with the horizon.

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Name \_\_\_\_\_

Lesson

24

Port B

**Applying Meaning**

Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

1. The city council *abjects* to the mayor's plan to raise taxes. 1. \_\_\_\_\_
2. Everyone seemed confident that the club could keep expenses within the budget, but the president insisted that we have a *contingency* plan in case we run out of money. 2. \_\_\_\_\_
3. It was little wonder that Ellen would not speak to him. He showed no *tact* in talking about her brother's difficulty finding a job. 3. \_\_\_\_\_
4. The police worked in close *conjecture* with the FBI to solve the kidnapping. 4. \_\_\_\_\_
5. The water dripped *contiguously* from the broken pipe and kept us awake all night. 5. \_\_\_\_\_
6. The circular driveway in front of her house was *tangent* to the street, so we were able to squeeze into traffic. 6. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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Follow the directions below to write a sentence using a vocabulary word.

7. Describe the location of your school or home. Use the word *adjacent*.

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8. Tell about something you or someone you know has managed to preserve or protect from harm. Use the word *intact*.

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9. State an opinion or belief you hold or someone you know holds on an issue. Use the word *subjective*.

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10. Describe a prize or award you or someone you know received. Use the word *tangible*.

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### *Cultural Literacy Note*

#### **Achilles' Heel**

Achilles is one of the most famous warriors in Greek mythology, but he had one weakness. When he was born, his mother dipped him into the River Styx, so that the sacred water would make him invulnerable. Unfortunately, she held him by his heel and therefore left him with one vulnerable spot. In the final year of the Trojan War, Achilles received a mortal wound in his heel.

Today if you refer to someone's Achilles' heel you are talking about his or her one weakness. Mathematics might be one student's Achilles' heel. Pitching may be a baseball team's Achilles' heel.

**Write a Paragraph:** In a short paragraph identify and explain someone's or something's Achilles' heel.



Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 22 through 24? Take the following test covering the words from the last three lessons.

**Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

**Sample**

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) send	S. <b>B</b>
1. LONGEVITY	(A) lengthy illness (C) long life	(B) scientific theory (D) easily stretched	1. _____
2. OUTLANDISH	(A) normal (C) silly	(B) foreign (D) outstanding	2. _____
3. ERRANT	(A) wandering (C) peculiar	(B) characterized by many errors (D) elderly	3. _____
4. CONFOUND	(A) confuse (C) discover	(B) mix together (D) arrange	4. _____
5. INTACT	(A) careful (C) interesting	(B) fastened firmly (D) undamaged	5. _____
6. SUBJECTIVE	(A) main topic (C) underwater object	(B) personal (D) illegal	6. _____
7. ANOMALY	(A) something not normal (C) misnamed	(B) related to the body (D) liveliness	7. _____
8. INCONGRUOUS	(A) grooved (C) unsuited	(B) related to Congress (D) appropriate	8. _____
9. HALE	(A) frozen rain (C) ill-tempered	(B) vigorous (D) spiritual or saintly	9. _____
10. SANCTION	(A) holy place (C) to calm or relax	(B) to restrain (D) to authorize	10. _____
11. MILITANT	(A) aggressive in defending a cause (C) very small portion	(B) member of the armed service (D) one who studies military strategy	11. _____

Go on to next page. ➤

12. DEVIATE	(A) to consume (C) to guard against	(B) to devise (D) to depart from the expected	12. _____
13. CONJECTURE	(A) a guess (C) rejection	(B) an overcrowded condition (D) a combination or association	13. _____
14. TACT	(A) type of fastener (C) grace and diplomacy	(B) vulgarity (D) unharmed	14. _____
15. TANGIBLE	(A) real and concrete (C) vague and abstract	(B) unusual (D) tasty	15. _____
16. ADJACENT	(A) thoroughly hopeless (C) far removed	(B) near (D) adjustable	16. _____
17. ERRATIC	(A) a wanderer (C) inconsistent	(B) predictable (D) mistaken	17. _____
18. RELEGATE	(A) a representative (C) related to current interests	(B) to banish (D) to narrate	18. _____
19. SERENE	(A) calm and peaceful (C) heavenly	(B) shrill and piercing (D) nervous and agitated	19. _____
20. CONTINGENT	(A) repeated regularly and frequently (C) side by side	(B) depending on certain conditions (D) satisfied and content	20. _____
21. PREEMINENT	(A) church official (C) someone claiming knowledge of the future	(B) preferred (D) superior to all others	21. _____
22. ABERRANT	(A) disgusting and repulsive (C) not normal	(B) simple (D) abandoned	22. _____
23. FEISTY	(A) lazy (C) frisky and full of spirit	(B) easily fooled (D) young	23. _____
24. CONTIGUOUS	(A) joined (C) slippery	(B) constant (D) contradictory	24. _____
25. ANNALS	(A) books published once a year (C) to cancel	(B) chronological record of events (D) place to deposit items	25. _____



Name \_\_\_\_\_

***Typhoon!***

The year was 1281. A giant naval force of 4,400 ships commanded by the Mongol emperor Kublai Khan, grandson of Genghis Khan, had quietly set sail from China and Korea. Their destination: Japan. The 4,400 commanders of these ships had no doubt about the purpose of this voyage.

5 Each had been given very **specific** orders—they were to attack and conquer Japan. Each commander had a part to play in this grand **conspiracy**. Even so, this huge gathering of military strength and careful planning was doomed, not by the Japanese, but by nature, which chose to **intervene**.

Strong winds and storms were not uncommon in these seas, especially in

10 August. But on this particular August day a storm struck with winds so **abnormally** strong that nearly all the Mongol ships were sunk, over 100,000 lives were lost, and the Japanese were saved from foreign conquerors. Such a powerful and fortunate occurrence was deemed by the Japanese to be the result of divine will. In gratitude, they named the

15 typhoon *kamikaze*, from *kami* (divine) and *kaze* (wind).

Few typhoons are considered to be fortunate events. Most cause great damage and destruction as they build in strength over the ocean before moving across land. What exactly is a typhoon? Typhoons and their

20 **kindred** storms, called hurricanes when they occur in the Atlantic Ocean, are the most powerful storms on earth. It is common for hurricanes to **sustain** winds of over 100 miles per hour for days. In 1992, Hurricane Andrew had winds that reached 200 miles per hour.

Typhoons and hurricanes are regularly **generated** at certain times of the year by the warm waters of the ocean. These storms begin when evaporated sea water is drawn into the clouds and begins dropping as rain.

25 Energy in the form of heat is released by this rain, which in turn provokes strong winds. The rotation of the earth causes the wind to travel in a large, circular pattern. The warm, moist air travels toward the center or eye of the storm, where the air pressure is low. Because the air is

30 warm, it rises, creating updrafts so fierce that they can tear the roof off a house, snap trees, and lift boats and automobiles. As if this were not enough, such strong storms often **spawn** tornadoes and torrential rains.

Hurricanes are classified by the Saffir-Simpson scale. On this scale a storm rated 1.0 is considered **minimal**, while a storm that is rated 5.0 could be

35 **catastrophic**. Before Hurricane Andrew, only three storms had been rated as level 5.0. On Labor Day, 1935, a hurricane hit the Florida Keys and caused great damage. Hurricane Camille, in 1969, was another level 5.0 hurricane, as was Hurricane Allen in 1980. But, in one way, Hurricane Andrew should probably be placed in a category by itself. Causing \$30 billion

40 in damage, it was more destructive than the other three storms combined.

***Words*****abnormal****catastrophic****conspiracy****generate****intervene****kindred****minimal****spawn****specific****sustain**



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word could best replace *specific* in line 5?  
 (A) unusual (B) impossible  
 (C) exact (D) peculiar 1. \_\_\_\_\_
2. The word *conspiracy* in line 6 means \_\_\_\_\_.  
 (A) plot (B) group  
 (C) agreement (D) naval campaign 2. \_\_\_\_\_
3. Which word or words could best replace *intervene* in line 8?  
 (A) stand aside (B) appear  
 (C) disappear (D) interfere 3. \_\_\_\_\_
4. The word *abnormally* in line 11 means \_\_\_\_\_.  
 (A) commonly (B) unusually  
 (C) ridiculously (D) typically 4. \_\_\_\_\_
5. Which word could best replace *kindred* in line 19?  
 (A) related (B) kind  
 (C) childlike (D) identical 5. \_\_\_\_\_
6. Which word could best replace *sustain* in line 21?  
 (A) stop (B) destroy  
 (C) relieve (D) support 6. \_\_\_\_\_
7. The word *generated* in line 23 means \_\_\_\_\_.  
 (A) overlooked (B) produced  
 (C) studied (D) changed 7. \_\_\_\_\_
8. Which word or words could best replace *spawn* in line 32?  
 (A) spurn (B) expand  
 (C) bring forth (D) spray 8. \_\_\_\_\_
9. The word *minimal* in line 34 means \_\_\_\_\_.  
 (A) pleasant (B) least amount  
 (C) large (D) unimportant 9. \_\_\_\_\_
10. Which word could best replace *catastrophic* in line 35?  
 (A) beneficial (B) adventurous  
 (C) disastrous (D) casual 10. \_\_\_\_\_

Name \_\_\_\_\_

**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Describe a secret plan. Use the word *conspiracy*.

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2. Use any form of the word *abnormal* to describe the weather you had last winter.

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3. Use any form of the word *generate* to tell how you might raise money for a class project.

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4. Tell how a fight was stopped. Use any form of the word *intervene*.

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5. Use the word *kindred* in a sentence about someone you feel close to.

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6. Use any form of the word *catastrophic* to describe an event in history.

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7. The recipe gave *specific* instructions on how to prepare the pizza crust. 7. \_\_\_\_\_
8. A new bridge is being planned to *spawn* the river at its narrowest point. 8. \_\_\_\_\_
9. Ralph tried to *sustain* his dog from attacking the letter carrier. 9. \_\_\_\_\_
10. Through most of the year, the desert regions of the Southwest get a *minimal* amount of rain. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

In a weather emergency, a warning and instructions for evacuating the area are usually given over a local radio station. Write a radio script warning of such a weather emergency in your town or city. Use some of the words you studied in this lesson.



Name \_\_\_\_\_

Suppose you suddenly get a chance to visit a foreign country. You leave almost immediately, and you know nothing of the language. What are the absolute basic phrases you would want to learn on the plane? "Please" and "thank you," surely. Most tourists also need to learn the phrase "How much?" The question "How much?" can be answered in many ways, as you will learn in this lesson on words that tell quantity and amount.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

As Mr. Almirez wheeled his overflowing shopping cart to the grocery store checkout counter, he marveled at the *insatiable* appetites of his growing children.

1. (A) simple  
(B) not subject to suffering or pain  
(C) impossible to satisfy  
(D) characterized by sudden energy, impulsive

Peter hotly denied Irma's charge against him. "There's not even an *iota* of truth in what she says," he cried. "I never cheated."

2. (A) tiny amount  
(B) kind word  
(C) atom or group of atoms  
(D) refund

The Mississippi River continuously deposits sediment as it enters the Gulf of Mexico. This *accretion* of deposits causes the river to form fan-like deltas.

3. (A) acceleration  
(B) problem  
(C) provision of what is needed or desired  
(D) growth or enlargement through accumulation

A well-furnished parlor in Victorian times had a *plethora* of decorative items. Sometimes there were so many vases, pictures, pillows, doilies, scarves, and small trinkets that one could hardly see the furniture.

4. (A) matching sets  
(B) excess  
(C) shortage  
(D) deficiency

### Words

accretion  
appreciable  
copious  
fathomless  
finite  
insatiable  
iota  
paltry  
pittance  
plethora

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Like the ocean depths, outer space holds *fathomless* mysteries.

5. (A) incapable of being measured or understood  
(B) inconsequential  
(C) easily explained  
(D) without foundation

5. \_\_\_\_\_

Even though Woodstock is only thirty or so miles from Plymouth, its higher elevation gives the village *appreciably* cooler temperatures.

6. (A) dangerously  
(B) noticeably  
(C) impossibly  
(D) immeasurably

6. \_\_\_\_\_

Michele tried to prove to her parents that her allowance is only a *pittance* compared to the amounts her classmates receive every week.

7. (A) fair amount  
(B) insult  
(C) small amount of money  
(D) foreign currency

7. \_\_\_\_\_

Joan took such *copious* notes in history class that she did not have time to review them all before the exam.

8. (A) simple  
(B) poorly organized  
(C) repetitious  
(D) abundant

8. \_\_\_\_\_

Ms. Fazon had hoped that Polk's Antique Shop would make a substantial donation to the charity auction. Instead, Polk's gave some *paltry* bits of china.

9. (A) meager; insignificant  
(B) new  
(C) excellent; outstanding  
(D) foul smelling

9. \_\_\_\_\_

There is a *finite* number of combinations to the safe. It may take thousands of attempts, but we will eventually find the numbers that work.

10. (A) unending; eternal  
(B) limited  
(C) constantly changing  
(D) incalculable; uncertain

10. \_\_\_\_\_

Name \_\_\_\_\_



### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Describe a conversation in which many people give someone advice. Use the word *plethora* in your description.

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2. Describe a birthday present. Use any form of the word *paltry* in your description.

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3. Complete the sentence: Even though no one knows exactly how many, there is a *finite* number of ...

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4. Write a short weather forecast. Use the word *copious*.

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5. Write a sentence describing a person's salary. Use the word *pittance*.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

6. The Roman Empire grew by \_\_\_\_\_ until it controlled most of the lands around the Mediterranean Sea. (accretion; iota)

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7. I have seen no \_\_\_\_\_ difference in the skaters' performances since they began using a choreographer. (appreciable; finite)

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8. In the melodramatic story, the heroine gazed into the hero's \_\_\_\_\_ dark eyes. (copious; fathomless)

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9. My boss has a(n) \_\_\_\_\_ need to control every situation, no matter how trivial. (paltry; insatiable)

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10. There was not one \_\_\_\_\_ of fear in his voice as he calmly guided the rescuer. (iota; pittance)

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### ***Our Living Language***

#### **humongous**

The slang term *humongous*, meaning extremely large or gigantic, was probably formed by combining *huge* and *monstrous* or *tremendous*.

Although *humongous* has not as yet been accepted as a standard English word, many commonly accepted words have been formed by combining two existing words.

**motor + hotel = motel**

**breakfast + lunch = brunch**

**Cooperative Learning:** Work with a partner to see how many words you can think of that are a blend of two other words, then check their history in an unabridged dictionary. Here are two hints.

**smoke + fog =**

**blot + botch =**

# The Root -port-

Lesson

27

Part A

Name \_\_\_\_\_

A surprising variety of English words have their root in the Latin word *portare*, which means “to carry.” Perhaps the variety is less surprising when you consider how many ways we use the word *carry*. Trucks carry loads, we carry ourselves in various ways, mammals carry their young before birth, words carry meaning. All the words in this lesson contain the root *-port-*.

Root	Meaning	English Word
-port-	carry	portage
	harbor	opportune

## Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. This adjective could describe a small television with a handle, or a cordless telephone.

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2. This word comes from the Latin word *comportare*, which combines the prefix *com-*, meaning “together,” with the root *-port-*. The Latin word means “to bring together, to support.” Now it refers to how individuals “carry” themselves.

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3. This adjective might describe a person who enjoys soccer, rugby, swimming, or any kind of playful activity.

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4. In this word you can see the word *folio*, meaning “leaves” or “pages.”

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## Words

comport  
 deportment  
 opportune  
 portable  
 portage  
 portfolio  
 portly  
 purport  
 rapport  
 sportive

5. This word refers to one's behavior or how a person carries himself or herself. It has the prefix *de-* meaning "out" or "away."

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6. This word came to English through the Latin word *opportunus*, which described a wind that blew sailors toward port. Naturally, this word is used to describe something good.

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7. The spelling of this word might lead you to think it means "to carry one's age." However, it has more to do with carrying boats than with carrying years.

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8. This adjective can be used to describe a person with a stately bearing, but it more often is a reference to one's size.

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9. This word for a pleasant relationship comes to us through the French *rappor*ter, which means "to bring back" or "to bring together."

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10. This word came to English through the French word *por*porter, meaning "to contain."

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Name \_\_\_\_\_

Lesson

27

Part B

**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Tell how someone should act at a funeral. Use any form of the verb *comport*.

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2. Describe the relationship between a coach and the members of a team. Use the word *rapproch*.

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3. Use any form of the word *portage* in a sentence about a camping trip.

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4. Describe a telephone that does not need a cord. Use the word *portable*.

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5. Write a sentence about an artist's work. Use the word *portfolio*.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

6. The editor changed Manny's description of the famous opera singer from "fat" to "\_\_\_\_\_." (portly; sportive)

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7. The new doctor on the staff \_\_\_\_\_ to have experience in five or six highly specialized fields. (comports; purports)

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8. I am waiting for a(n) \_\_\_\_\_ moment to tell my mother about my grade on the test. (opportune; portable)
- \_\_\_\_\_
- \_\_\_\_\_

9. Today report cards contain comments on children's social skills. Your grandparents may have been graded on their \_\_\_\_\_. (deportment; opportunism)
- \_\_\_\_\_
- \_\_\_\_\_

10. The soft drink industry often produces commercials in which \_\_\_\_\_ young people work up a thirst playing volleyball or football. (sportive, portly)
- \_\_\_\_\_
- \_\_\_\_\_

### Test-Taking Strategies

Some college entrance examinations contain antonym questions. These questions ask you to choose the word that means the opposite of a word in capital letters.

#### Sample

S. PUNISH:	(A) reward	(B) discipline	S. <b>A</b>
	(C) propel	(D) obtain (E) compensate	

Always read all of the choices before deciding on your answer. Think of the definition of the given word and then think of the opposite of that definition. Often tests will include a synonym as one of the answers. Do not allow this to confuse you.

Remember that words often have multiple meanings. If you do not find an opposite for the first meaning you think of, consider other meanings. Can you tell why A is the correct answer in the sample?

*Practice:* On the blank write the letter for the word most nearly opposite in meaning to the underlined word.

- |               |                  |                           |          |
|---------------|------------------|---------------------------|----------|
| 1. HALCYON:   | (A) foul         | (B) hearty                | 1. _____ |
|               | (C) impoverished | (D) calm (E) foolish      |          |
| 2. MORTIFY:   | (A) embarrass    | (B) degrade               | 2. _____ |
|               | (C) disperse     | (D) glorify (E) indulge   |          |
| 3. INCUMBENT: | (A) delegate     | (B) challenger            | 3. _____ |
|               | (C) criminal     | (D) adherence (E) officer |          |

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 25 through 27? Take the following test covering the words from the last three lessons.

**Part 1 Antonyms**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters. Consider all choices before deciding on your answer. Write the letter for your answer on the line provided.

**Sample**

S. GOOD	(A) simple (C) able	(B) bad (D) fast	S. <b>B</b>
1. COPIOUS	(A) limited (C) generous	(B) remarkable (D) visible	1. _____
2. SUSTAIN	(A) spoil (C) clean	(B) hinder (D) hold dear	2. _____
3. ABNORMAL	(A) weird (C) calm	(B) rowdy (D) typical	3. _____
4. OPPORTUNE	(A) strange sounds (C) of poor quality	(B) unfortunate (D) imaginary	4. _____
5. PORTABLE	(A) imported (C) immovable	(B) careless (D) heavy	5. _____
6. RAPPORT	(A) quiet (C) stately manner	(B) requirement (D) incompatibility	6. _____
7. INTERVENE	(A) ignore (C) release	(B) entangle (D) interrupt	7. _____
8. GENERATE	(A) imagine (C) simplify	(B) arouse (D) halt	8. _____
9. INSATIABLE	(A) easily satisfied (C) greedy	(B) inflated (D) insane	9. _____
10. PALTRY	(A) trivial (C) attractive	(B) important (D) unpaved	10. _____

Go on to next page. ➤



11. SPECIFIC	(A) vague (C) special	(B) exact (D) narrow	11. _____
12. MINIMAL	(A) remarkable (C) maximum	(B) complex (D) foreign	12. _____
13. PORTLY	(A) protected (C) hidden	(B) exposed (D) lean	13. _____
14. PLETHORA	(A) abundance (C) modern	(B) prehistoric (D) shortage	14. _____
15. SPORTIVE	(A) lifeless (C) tendency to cheat	(B) athletic (D) humble	15. _____

### *Part 2 Matching Words and Meanings*

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

Column A	Column B	
16. finite	a. immeasurable	16. _____
17. deportment	b. carrying case	17. _____
18. conspiracy	c. noticeable	18. _____
19. kindred	d. limited	19. _____
20. spawn	e. related	20. _____
21. pittance	f. to claim	21. _____
22. fathomless	g. conduct	22. _____
23. appreciable	h. to produce	23. _____
24. portfolio	i. plot	24. _____
25. purport	j. tiny amount	25. _____

Name \_\_\_\_\_

*Street Art*

With the rapid spread of industry and the **ensuing** transformation of the urban landscape, city dwellers have found themselves living in increasingly bleak surroundings. Graffiti writers, in their attempts to adorn the bare walls of their environment, have become the **scourge** of politicians and police. Under the **aegis** of neighborhood planning boards and even some mayors, however, what was once vandalism is now being converted into community art.

Many wall-writers, tired of **wielding** spray-paint cans and dodging police, have, on their own, branched into safer and more **remunerative** forms of art. Some have redirected their efforts from buildings, bridges, and fences to tee shirts, theatrical stage sets, and compact disc covers. Others have adapted their messages to advertising, gracing the walls of commercial establishments with graffiti-style signs.

It is the **amnesty** programs for graffiti writers that have been most successful at turning eyesores into art. In many large cities, former scrawlers now work to beautify the walls they once **ravaged**. Part government agency, part social service organization, and part art workshop, each group paints its town in rich **hues** while learning discipline, responsibility, and cooperation.

The street artists begin by obtaining the necessary permission to use unsightly fences, abandoned buildings, and blank walls as the canvases for astonishing murals. They seek ideas from local residents so that the paintings will reflect neighborhood heritage and values. Hours of effort are required to turn a vision into reality. Once the design conception is **refined**, graffiti writers and neighborhood volunteers erect a scaffold, scrape and whitewash the surface, and create a grid for the sketch. Professional artists may be hired to transfer the design to the larger surface, but it is the ex-wall writers and members of the community who add the color and the detail to exotic tropical gardens, portraits of **illustrious** sports stars, and memorable scenes from history.

Each of the murals is a treasured asset and a source of pride for its neighborhood. Like giant postcards or living museum walls, these murals carry a message that everyone can understand. By channeling the talents of graffiti artists into community art, color triumphs over drabness in constructive self-expression.

*Words*

aegis

amnesty

ensue

hue

illustrious

ravage

refine

remunerative

scourge

wield

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word or words could best replace *ensuing* in line 1? 1. \_\_\_\_\_  
 (A) resulting (B) spiritual  
 (C) inspiring (D) fully disclosed
2. Which word or words could best replace *scourge* in line 4? 2. \_\_\_\_\_  
 (A) political cause (B) inspiration  
 (C) legal setback (D) cause of widespread distress
3. *Aegis* (line 5) could best be replaced by \_\_\_\_\_. 3. \_\_\_\_\_  
 (A) objections (B) sponsorship  
 (C) guarantee (D) proposal
4. Which word or words could best replace *wielding* in line 8? 4. \_\_\_\_\_  
 (A) handling with skill (B) succeeding with  
 (C) admiring (D) dispensing illegally
5. *Remunerative* (line 9) forms of art could best be explained as \_\_\_\_\_. 5. \_\_\_\_\_  
 (A) tiresome (B) ridiculous  
 (C) profitable (D) repetitive
6. *Amnesty* programs (line 14) could best be explained as those that \_\_\_\_\_. 6. \_\_\_\_\_  
 (A) look foolish (B) are forgetful  
 (C) seem pointless (D) pardon offenders
7. Which word could best replace *ravaged* in line 16? 7. \_\_\_\_\_  
 (A) ignored (B) eliminated  
 (C) ruined (D) discovered
8. *Hues* (line 18) could best be described as \_\_\_\_\_. 8. \_\_\_\_\_  
 (A) energy waves (B) shades of color  
 (C) intentional errors (D) excuses
9. Which word could best replace *refined* in line 25? 9. \_\_\_\_\_  
 (A) polished (B) substituted  
 (C) limited (D) destroyed
10. Which word could best replace *illustrious* in line 29? 10. \_\_\_\_\_  
 (A) angry (B) dangerous  
 (C) famous (D) retired



1. In an *amnesty* program, people with parking violations will be arrested unless they pay their fines with interest.
2. The music of *illustrious* composers like George Gershwin and Aaron Copland continues to have universal appeal.
3. Under the *aegis* of the United Nations, food and medicine were sent to the earthquake victims.
4. People with *refined* behavior might improve their poor manners with some simple instruction in etiquette.
5. Elijah was offended by several of the speaker's *remunerative* statements.

1. \_\_\_\_\_

2.

3.

4. \_\_\_\_\_

5. \_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

6. Describe a disease that has caused serious problems for people or animals. Use any form of the word *scourge*.

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7. Describe how artists or musicians use the tools of their trade. Use any form of the word *wield*.

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8. Tell about a flood or similar natural disaster. Use any form of the word *ravage*.

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9. Describe a cause and its effect. Use any form of the word *ensue*.

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10. Describe a famous painting or a beautiful scene. Use the word *hue*.

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### *Mastering Meaning*

Choose a social issue, such as child labor or civil rights, or the theme of an administration, such as the New Frontier of John F. Kennedy or the Great Society of Lyndon Johnson. Then write a report about the success or failure of the program. Use some of the words we studied in this lesson.

## Vocabulary of Crime and Criminals

Lesson

29

Part A

Name \_\_\_\_\_

Throughout history, civilizations have been troubled by crime and criminals. From pirates and highway robbers to carjackers and computer hackers, there have always been people who, for many reasons, defy the law. In this lesson, you will learn ten words that describe crimes and the people who commit them.

### Unlocking Meaning

Read the short passages below. Write the letter for the correct definition of the italicized vocabulary word.

One of the greatest fortunes in the United States was begun by a *charlatan*. With no medical background, William Rockefeller worked as a traveling medicine man, selling fake remedies for any illness.

1. (A) spokesperson  
(B) respected scientist  
(C) politician  
(D) someone falsely claiming to be an expert

The judge showed *clemency* during sentencing. Instead of sending the defendant to jail, she imposed a fine and community service.

2. (A) mercy  
(B) hostility  
(C) uprightness  
(D) self-interest

John Brown, who sought to free the slaves by military force, was found *culpable* for the crime of treason. He and a band of his followers took over an arsenal in Harpers Ferry, Virginia.

3. (A) unprepared  
(B) at fault  
(C) searching  
(D) unqualified

The *culprit* responsible for the neighborhood graffiti was led away by the police. He was arrested as he tried to dispose of three cans of neon-colored spray paint.

4. (A) person least likely to be suspected  
(B) respectable citizen  
(C) candidate for office  
(D) person accused or found guilty of an offense

### Words

charlatan

clemency

culpable

culprit

exonerate

extort

felony

incorrigible

pilfer

reprobate

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



Although some historians have theorized that Ethel and Julius Rosenberg were innocent victims of hysteria against Communists, the couple has never been *exonerated*. They were executed in 1953 as convicted spies for the Soviet Union.

5. (A) thrust aside  
(B) assured of fame  
(C) proven blameless  
(D) dismissed as unworthy

5. \_\_\_\_\_

One technique that the gang used to build its power was to *extort* money from shopkeepers. Even though tradespeople found it difficult to afford the weekly payments, it was cheaper to pay for protection than to risk the destruction of their stores by the gang.

6. (A) obtain something through force or threats  
(B) encourage voluntary donation  
(C) misinterpret the need for  
(D) cleverly coax

6. \_\_\_\_\_

Although its worth has never actually been determined, the *Mona Lisa* is probably the most valuable object ever stolen. It disappeared from the Louvre museum in Paris on August 21, 1911, and was recovered in Italy in 1913. Vincenzo Perruggia was convicted of the *felony*.

7. (A) amusing blunder  
(B) source of the trouble  
(C) serious crime  
(D) minor violation

7. \_\_\_\_\_

The writers Zelda and F. Scott Fitzgerald were *incorrigible* pranksters. From splashing in public fountains to turning cartwheels and somersaults down crowded city streets, there seemed to be no end to their bad habits and zany behavior.

8. (A) capable of being misinterpreted  
(B) serious-minded  
(C) incapable of being reformed  
(D) easily reformed

8. \_\_\_\_\_

It made sense to Mark that many embezzlers, who steal huge amounts of money entrusted to their care, probably started small. He imagined that they might begin by *pilfering* from their mother's purse or a sister's piggy bank.

9. (A) borrowing  
(B) stealing small sums  
(C) acquiring in major installments  
(D) suffering a loss

9. \_\_\_\_\_

The ease with which Griffin lies and cheats indicates that he is a *reprobate*. Even his own family cannot trust him to know the difference between right and wrong.

10. (A) morally unprincipled or wicked person  
(B) one who possesses large amounts of property  
(C) person who excels at games of chance  
(D) discourteous individual

10. \_\_\_\_\_

1. Receiving a minimum sentence of ten years, the jewel thief was *exonerated* for the robbery.
2. Mother couldn't figure out where all the socks had gone. She was amazed to learn that the *culprit* was the family dog.
3. The famous doctor, praised as an important *charlatan*, received an award for her contributions to medicine.
4. Even though the defense attorney pleaded for *clemency* for the seventy-year-old grandmother, the judge decided to make an example of her and issued the maximum penalty.
5. Having devoted her entire life to helping the poor and the sick, Mother Teresa has proven herself to be a devoted *reprobate*.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

6. The class officers finally discovered the year-long \_\_\_\_\_ of the graduation gift fund. (extortion; pilferage)

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7. The \_\_\_\_\_ of those involved in selling secrets to the enemy is undeniable. (clemency; culpability)

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8. "Obedience school will change your pup's \_\_\_\_\_ behavior," the trainer argued persuasively. (culpable; incorrigible)

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9. By demanding part of his classmates' lunches in return for his promise not to hurt them, the bully had begun a campaign of \_\_\_\_\_. (extortion; pilferage)

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10. Although never arrested or imprisoned for their \_\_\_\_\_ activities, the gangsters were believed to be responsible for several murders. (felonious; incorrigible)

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### ***Bonus Word***

#### **abet**

*Abet*, meaning "to instigate or encourage someone to act, often wrongfully," comes from the sport of bearbaiting that was popular in fourteenth- and fifteenth-century England. In bearbaiting, a bear, starved to ensure its viciousness, was chained to a stake or placed in a pit. A pack of dogs was set loose on it in a fight usually to the death. Spectators who urged the dogs on were said to abet them, *abet* being a form of the Old French word *abeter*, meaning "to bait or to hound on."

**Cooperative Learning:** Like *abet*, many other words and expressions from sports have taken on larger meanings and usage. With a group of your classmates, brainstorm a list of these terms and expressions, such as *playing hardball* (baseball) and *sidestep* (boxing).



# The Roots -mit- and -mis-

Lesson

30

Part A

Name \_\_\_\_\_

The roots *-mit-* and *-mis-* come from the Latin word *mittere*, meaning “to send.” When combined with different prefixes and suffixes, these roots give us a number of words like the ones in this lesson. Each word has something to do with sending.

Root	Meaning	English Word
-mit-	to send	emit, intermittent
-mis-		missive, premise

## Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. This word is always a noun. An ambassador to another country may play this role. It begins with the prefix *e-*, meaning “out.”

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2. This adjective has a prefix that means “at intervals.” The telephone might provide this kind of interruption to your work.

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3. President Lincoln did this to slaves following the Civil War. It contains the Latin root *-manu-*, meaning “hand.”

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4. This noun has a prefix that means “back.” If the symptoms of a disease subside, a person might be described as being in this condition.

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## Words

emissary

emit

intermittent

manumit

missive

omission

premise

remission

transmit

unremitting

5. It might take time to read one of these from a friend. It came into English through the Latin *missivus*, meaning “sent.”

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6. This verb has a prefix that means “across.” Telegraph and facsimile machines do this to messages.

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7. This noun has a prefix that means “before.” If this concept is not a strong one, you may want to rethink your conclusion.

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8. Environmental clean-air laws try to prevent factories and vehicles from doing this with harmful fumes. It begins with a prefix meaning “out.”

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9. This word has two prefixes; one means “not” and the other “back.” The sound of crickets on a summer night could be described with this adjective.

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10. If there are too many of these, your story will not be complete. It begins with a form of the Latin prefix *ob-*, meaning “against.”

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Name \_\_\_\_\_



### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Describe a problem with a machine or electrical device. Use any form of the word *intermittent*.

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2. Explain how someone might convey a message without using words. Use any form of the word *transmit*.

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3. Write a sentence about nuclear energy. Use any form of the word *emit*.

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4. Write to someone who has not met your expectations in doing a job. Use any form of the word *omission*.

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5. Describe a debate on a controversial issue. Use the word *premise*.

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Each question below contains a vocabulary word from this lesson. Answer each question "yes" or "no" in the space provided.

6. Do *unremitting* hunger and thirst continue without relief?

6. \_\_\_\_\_

7. Can a *missive* be launched at an enemy on a battlefield?

7. \_\_\_\_\_

8. Is *manumission* a synonym for "emancipation"?

8. \_\_\_\_\_



9. \_\_\_\_\_

10. \_\_\_\_\_

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**Name** \_\_\_\_\_

How well do you remember the words you studied in Lessons 28 through 30? Take the following test covering the words from the last three lessons.

**Part 1 Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

**Sample**

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) send	S. <b>B</b>
1. AMNESTY	(A) accusation (C) decoration	(B) forgiveness (D) agreement	1. _____
2. CULPRIT	(A) fake (C) murderer	(B) enemy (D) lawbreaker	2. _____
3. OMISSION	(A) something left out (C) message	(B) religious trip (D) representative	3. _____
4. FELONY	(A) legal document (C) argument	(B) serious crime (D) companion	4. _____
5. CHARLATAN	(A) faker (C) healer	(B) court officer (D) diplomat	5. _____
6. WIELD	(A) drive (C) handle	(B) join together (D) destroy	6. _____
7. ILLUSTRIOUS	(A) sensible (C) unknown	(B) illustrated (D) famous	7. _____
8. EMIT	(A) discard (C) catch	(B) give off (D) explain	8. _____
9. MANUMIT	(A) legal document (C) clever trick	(B) small crime (D) release	9. _____
10. REFINE	(A) perfect (C) ruin	(B) punish (D) refer	10. _____

Go on to next page. ➤

- |                  |  |   |           |
|------------------|--|---|-----------|
| 11. REPROBATE    | (A) refund<br>(C) scoundrel              | (B) threat<br>(D) court officer                 | 11. _____ |
| 12. AEGIS        | (A) label<br>(C) quarrel                 | (B) sponsorship<br>(D) exit                     | 12. _____ |
| 13. CULPABLE     | (A) deserving blame<br>(C) rare          | (B) portable<br>(D) unable to be reformed       | 13. _____ |
| 14. INTERMITTENT | (A) broken<br>(C) seldom used            | (B) starting and stopping<br>(D) secret message | 14. _____ |
| 15. RAVAGE       | (A) uncivilized person<br>(C) remarkable | (B) compliment<br>(D) ruin                      | 15. _____ |

### *Part 2 Matching Words and Meanings*

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

- | Column A        | Column B                |           |
|-----------------|-------------------------|-----------|
| 16. emissary    | a. steal a small amount | 16. _____ |
| 17. scourge     | b. shade of color       | 17. _____ |
| 18. hue         | c. constant             | 18. _____ |
| 19. clemency    | d. send                 | 19. _____ |
| 20. missive     | e. representative       | 20. _____ |
| 21. pilfer      | f. take by force        | 21. _____ |
| 22. extort      | g. cause of suffering   | 22. _____ |
| 23. transmit    | h. declare innocent     | 23. _____ |
| 24. unremitting | i. letter               | 24. _____ |
| 25. exonerate   | j. mercy                | 25. _____ |



Name \_\_\_\_\_

*Jeanealogy*

If you are like many people your age, the major **sartorial** decision you make each morning is which pair of jeans to wear. Well over 600 million pairs were sold in 1992 alone, making jeans the best-selling pants in the world. Denim is one of the last **legitimate** connections to our past.

5 Throughout their **hallowed** history, jeans have never gone out of style.

Blue jeans got their name long before they reached their current popularity. In the late sixteenth century, the cotton cloth used to make them was called *Genoa Fustian* after Genoa, Italy, where the material was first woven. *Genoa* was changed to *Gene* and then to *Jean* by the English, *Fustian* was dropped, and the work pants made from the material were called

10 blue jeans for their color.

The first pair of jeans were waist overalls (as opposed to bib overalls) made by Levi Strauss, a Bavarian immigrant to the United States. In 1850, Strauss went to California with bolts of brown canvas that he

15 hoped to sell as tenting to gold miners. When he realized how quickly miners' work clothes wore out, he decided to use the canvas to make **staunch** pants. After he exhausted his canvas stock, he ordered the heavy, more **versatile** fabric called *denim* from a textile company in New Hampshire.

20 Strauss's pants were enormously popular with the miners, with one exception: the pockets tore off too easily when the men filled them with lumps of ore. In 1873, he added the copper rivets that strengthen the pocket seams. Some **extrinsic** modifications followed, such as the "bird in flight" stitching on the back pockets.

25 Although we take them for granted now, jeans were not widely accepted until the late 1970s, when John Travolta wore them in *Urban Cowboy*. Designer jeans were the rage in the 1980s, when stonewashed and faded denim were introduced for those who had no time to let their jeans age gracefully. More **gratuitous** innovations were inaugurated, such as zip-

30 pers up and down the pants legs, fashionable patches in **strategic** places, and carefully designed machine rips and tears.

In spite of all the fine-tuning, basic blue jeans not only have survived, but they have triumphed. People from around the world **covet** jeans as pieces of Americana that rank with Mickey Mouse and fast food. Re-

35 cycled jeans are a hot **commodity**, often selling overseas at five times their original price. Little did Levi Strauss realize that one day his creation would clothe the world.

*Words*

commodity

covet

extrinsic

gratuitous

hallowed

legitimate

sartorial

staunch

strategic

versatile

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word or words could best replace *sartorial* in line 1?  
 (A) relating to orderliness (B) intellectual  
 (C) relating to clothing (D) quick
2. *Legitimate* (line 4) connections could best be explained as \_\_\_\_\_.  
 (A) confused (B) genuine  
 (C) current (D) happy
3. Which word or words could best replace *hallowed* in line 5?  
 (A) highly respected (B) perfectly conceived  
 (C) suppressed (D) remote
4. Which word or words could best replace *staunch* in line 17?  
 (A) abbreviated (B) having delicate lines  
 (C) having strong construction (D) comfortable
5. *Versatile* (line 18) could best be explained as \_\_\_\_\_.  
 (A) conforming (B) having distinct patterns  
 (C) unusual (D) having many uses
6. *Extrinsic* (line 23) could best be explained as \_\_\_\_\_.  
 (A) vital (B) not essential  
 (C) witty (D) not precise
7. Which word could best replace *gratuitous* in line 29?  
 (A) unnecessary (B) elaborate  
 (C) sensitive (D) satisfying
8. *Strategic* (line 30) could best be explained as \_\_\_\_\_.  
 (A) sensitive (B) permissive  
 (C) nearly all (D) well-planned
9. Which word or words could best replace *covet* in line 33?  
 (A) acknowledge (B) longingly wish for  
 (C) completely refuse to accept (D) tolerate
10. A *commodity* (line 35) could best be explained as \_\_\_\_\_.  
 (A) a lavish compliment (B) an awkward situation  
 (C) something bought and sold (D) anything seen as new and improved

Name \_\_\_\_\_

Lesson

31

Part B

**Applying Meaning**

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. Michael's sarcastic tone and his \_\_\_\_\_ remarks about the quality of the food would have hurt the feelings of our hostess. (gratuitous; sartorial)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Hattie McDaniel, the first African American to win an Academy Award for her performance in *Gone with the Wind*, was a \_\_\_\_\_ performer who could sing as well as act. (staunch; versatile)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Beau Brummell, known for his \_\_\_\_\_ elegance, refused to tip his hat to the ladies out of fear that he might mess up his wig. (hallowed; sartorial)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Although never the \_\_\_\_\_ leader of Argentina, Eva Perón had immense influence over her husband and achieved enormous popularity among her people. (extrinsic; legitimate)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Copies of designer merchandise, such as watches and handbags, have become important \_\_\_\_\_ to street vendors and to shoppers looking for a bargain. (commodities; strategies)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Each question below contains a vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

6. Does a *covetous* person experience jealousy and envy? 6. \_\_\_\_\_
7. Is a *staunchly* built house apt to collapse during a storm? 7. \_\_\_\_\_
8. Are tires and seats considered to be *extrinsic* features of a car? 8. \_\_\_\_\_
9. Is devising a *strategy* one type of problem solving? 9. \_\_\_\_\_
10. Is *hallowed* ground deeply indented or full of empty spaces? 10. \_\_\_\_\_

For each question you answered “no,” write a sentence using the vocabulary word properly.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Mastering Meaning

You have decided to enter an essay contest on the greatest invention of the twentieth century. Select an invention that is important to you, such as the personal stereo, the computer, or the zipper. Then write an essay discussing why people would find it difficult to live without this invention. Use some of the words you studied in this lesson.

Name \_\_\_\_\_

Although we tend to think of discord as a situation in which hostile feelings are expressed, disagreement can often have a positive result. Differences of opinion can lead to better understanding or changed attitudes. In this lesson, you will learn ten words that deal with forms of discord and their effects.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

The hiring of an outsider as a supervisor caused *dissension* between workers and management and interfered with productivity.

1. (A) a dramatic action or gesture  
(B) a mixture of elements  
(C) a difference of opinion  
(D) a systematic method for obtaining obedience

Two hockey players spent several crucial minutes in the penalty box as a result of their *altercation* with the referee.

2. (A) angry or heated argument  
(B) lengthy discussion  
(C) something believed or accepted as true  
(D) devastating collision

As *retribution* for offending Zeus, Sisyphus was forced to roll an enormous boulder to the top of a steep hill. Every time the boulder neared the top, it would roll back down, and Sisyphus would have to start over.

3. (A) a return to a previous state or position  
(B) a loss of freedom  
(C) the ability to remember  
(D) something demanded in payment, especially punishment

Although he never provided sufficient evidence to support the charges, Senator McCarthy managed to ruin the lives of the people he accused of being Communists. For example, many talented writers, directors, and actors found themselves *ostracized* by Hollywood and unable to find work.

4. (A) lied to and deceived  
(B) treated in a friendly manner  
(C) banished or excluded from a group  
(D) admired for patriotic actions

### Words

acerbity  
affront  
altercation  
antagonism  
contentious  
dissension  
ostracize  
pugnacious  
rancor  
retribution

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Realizing that their *antagonism* has led to the tragic death of their children Romeo and Juliet, the Montague and Capulet families declare a tardy, sorrowful truce at the end of the play.

5. (A) regretful acknowledgment of a fault or offense  
(B) opposition or hostility  
(C) dishonest behavior  
(D) disastrous defeat

5. \_\_\_\_\_

In *Gulliver's Travels*, Jonathan Swift's *acerbity* was directed against the stupidity of people. The novel contains his bitterest denunciation of human beings.

6. (A) sharpness of mood or expression  
(B) trivial or petty thoughts  
(C) sudden, overpowering terror  
(D) powerful emotion or appetite

6. \_\_\_\_\_

*Rancor* was maintained by generations of Hatfields and McCoys, even though only a few members of each family could remember the original cause of the feud.

7. (A) offensive remark  
(B) bitter, long-lasting resentment  
(C) a poorly hidden feeling  
(D) something that signifies authority

7. \_\_\_\_\_

When Jack is in a *contentious* mood, he contradicts everything we say.

8. (A) free from guilt  
(B) quarrelsome  
(C) tolerant in judging others  
(D) vividly expressive

8. \_\_\_\_\_

Carmen was so defensive that she took her painting instructor's comments as an *affront* rather than as constructive criticism.

9. (A) violation of a confidence  
(B) example of an old-fashioned belief  
(C) vigorous enjoyment  
(D) intentional insult

9. \_\_\_\_\_

With his *pugnacious* temperament and his nasty attitude, Peter makes an enemy of everyone he cares about.

10. (A) independent  
(B) beyond what is normal or reasonable  
(C) ready and eager to fight  
(D) excessively dramatic

10. \_\_\_\_\_



Name \_\_\_\_\_



### *Applying Meaning*

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. Joseph Smith, the founder of the Mormon religion, was killed because of the \_\_\_\_\_ of a mob that wanted to see his church destroyed. (acerbity; antagonism)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. Although she denied that she was bitter, we could hear the \_\_\_\_\_ in Denise's voice when she talked about not being invited to the banquet. (dissension; rancor)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. The minor accident on the parkway resulted in an \_\_\_\_\_ between the two drivers, both of whom jumped out of their cars shouting and waving their fists. (affront; altercation)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
4. Because he had reported the students who had vandalized the computer lab, Dwight was \_\_\_\_\_ by some of his classmates. (affronted; ostracized)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
5. Many who caused \_\_\_\_\_ in the Soviet Union were sent to Siberia as their punishment. (dissension; retribution)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Write each sentence below. In the space write a form of the word in parentheses. The form of the word in parentheses may be correct.

6. Tomás de Torquemada, the first inquisitor-general of the Spanish Inquisition, was feared for the severity of his punishments as well as his \_\_\_\_\_ personality. (acerbity)  
\_\_\_\_\_  
\_\_\_\_\_
7. The \_\_\_\_\_ between Caligula and the Roman senators came to a head when he appointed his horse to the senate in order to humiliate them. (contentious)  
\_\_\_\_\_  
\_\_\_\_\_
8. Mr. Kusack sued the tabloid newspaper as \_\_\_\_\_ for the damage done to his reputation. (retribution)  
\_\_\_\_\_  
\_\_\_\_\_
9. The mother grizzly bear, disturbed during feeding, rose on her hind legs and roared \_\_\_\_\_. (pugnacious)  
\_\_\_\_\_  
\_\_\_\_\_
10. The diners \_\_\_\_\_ the waiter by leaving a tiny tip. (affront)  
\_\_\_\_\_  
\_\_\_\_\_

### ***Our Living Language***

The word *ostracize*, meaning “to banish or exclude from a group,” comes from *ostrakon*, the Greek word for oyster shell. A vote to banish someone was a serious matter. Given that paper was scarce, the banishment ballot was written on oyster shells or pieces of tile that resembled them. It followed that the Greek word *ostrakismos* became the name of the act itself.

**Write an Advice Column:** Ostracism is still used today as a more subtle form of peer or social pressure. Write an advice column for teenagers in which you explain other, more effective methods for achieving unity within a group. Use some of the words you studied in this lesson.

# The Roots -pos- and -pon-

## Lesson

# 33

## Part A

Name \_\_\_\_\_

The roots *-pos-* and *-pon-* and the variant form *-pou-* come from the Latin word *ponere*, meaning “to put” or “to place.” When combined with prefixes and suffixes, these roots give us a number of words that share a single idea. For example, both *component* and *composite* have prefixes that mean “together.” Although both words share the literal idea of “putting together,” they are actually very different. Whereas a *component* is a part of a whole, a *composite* is a whole made up of parts. In this lesson, you will learn ten words whose meanings have something to do with putting or placing.

Root	Meaning	English Word
-pos-	to put or place	composite
-pon-		component
-pou-		expound

## Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. This word is the noun form of *dispose*, meaning “to put in order” or “to get rid of.” You could think of it as putting your mood in order.

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2. It begins with the prefix *com-*, meaning “with” or “together.” Its root meaning is “put together.”

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3. You see the word *position* in this longer word. It is more difficult to see the Latin word *iuxta*, meaning “close by” in it.

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## Words

component

composite

disposition

exponent

expound

impostor

juxtaposition

propound

repository

supposition



4. Since the verb form of this noun means “to lay oneself down,” it stands to reason that this is the place where it occurs.

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5. This “phony” individual literally puts on a misleading or improper name. If you claimed to be a famous movie star, you would be one.

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6. This word came into English through the Latin *componere*, meaning “to put together.” Some stereo systems are made up of these.

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7. This word begins with the prefix *ex-* meaning “out.” In its literal, root sense it means someone who puts or places something out. In reality it has more to do with speaking out.

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8. It is the noun form of *suppose*, meaning “to assume to be true or accurate.”

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9. This word is a synonym for *propose*. Both begin with the prefix *pro-* meaning “forward.”

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10. Change the prefix to your answer to number 9 to make this word. The new prefix changes “forward” to “out” or “out of.”

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Name \_\_\_\_\_



### Applying Meaning

Read each sentence or short passage below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

1. A collage is an artistic *composite* of materials and objects pasted over a surface. 1. \_\_\_\_\_
2. A person who *propounds* a theory dismisses it as irrelevant on the basis of its age. 2. \_\_\_\_\_
3. A bus or train station locker seems to be the favorite *repository* of shady characters intent upon stashing illegal articles. 3. \_\_\_\_\_
4. The police had to *expound* the stolen automobile until the trial could be held. 4. \_\_\_\_\_
5. As a devoted *exponent* of method acting, DeVona believes the approach to be artificial and haphazard. 5. \_\_\_\_\_
6. Buster Keaton, the slapstick comedian, was famous for his expressionless face and his gentle *disposition*. 6. \_\_\_\_\_
7. Anna Anderson, who claimed to be the youngest daughter of Czar Nicholas II of Russia, could not be entirely dismissed as an *impostor*. In 1957 a German court decided that it could neither confirm nor deny her identity. 7. \_\_\_\_\_
8. "The *juxtaposition* of the vase on top of the pedestal should allow you to fit everything into your camera frame," advised the photography instructor. 8. \_\_\_\_\_
9. According to an early *supposition*, milk in combination with any other food was considered poisonous. Obviously, this misconception was proven false long ago. 9. \_\_\_\_\_
10. Plastic, glass, and paper must be placed in separate *components* before the recycling center will accept them. 10. \_\_\_\_\_
11. Before the *disposition* of the financier's estate can take place, the will must go to a probate court to establish its validity. 11. \_\_\_\_\_
12. Alan is the company's *repository* of trademark and patent data. 12. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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**Cooperative Learning:** With a partner, brainstorm a list of idiomatic expressions that begin with *put*, such as “put in a good word for someone,” “put up your dukes,” and “put on the spot.” Write a brief explanation of the meaning for each expression. Then use an etymological dictionary of word and phrase origins to investigate the sources of the expressions.



Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 31 through 33? Take the following test covering the words from the last three lessons.

### Part 1 Antonyms

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters. Consider all choices before deciding on your answer. Write the letter for your answer on the line provided.

#### Sample

S. GOOD	(A) simple (C) able	(B) bad (D) fast	S. <u>  B  </u>
1. COVET	(A) expose (C) dislike	(B) hide (D) crave	1. _____
2. DISSENSION	(A) cooperation (C) declaration	(B) arrangement (D) confrontation	2. _____
3. COMPOSITE	(A) without parts (C) decomposed	(B) compound (D) argument	3. _____
4. EXTRINSIC	(A) additional (C) imported	(B) relaxed (D) essential	4. _____
5. OSTRACIZE	(A) ignore (C) include	(B) care for (D) crush violently	5. _____
6. SUPPOSITION	(A) invitation (C) interruption	(B) proven fact (D) assumption	6. _____
7. PROPOUND	(A) withdraw (C) vigorously defend	(B) release (D) lighten	7. _____
8. VERSATILE	(A) uninformed (C) rigid	(B) useful (D) imaginary	8. _____
9. PUGNACIOUS	(A) generous (C) logical	(B) smooth (D) peaceful	9. _____
10. ANTAGONISM	(A) hostility (C) harmony	(B) faith (D) strong desire	10. _____
11. LEGITIMATE	(A) not valid (C) theoretical	(B) despised (D) ordinary	11. _____

Go on to next page. ➤

- |                |                                      |                              |           |
|----------------|--------------------------------------|------------------------------|-----------|
| 12. AFFRONT    | (A) background<br>(C) compliment     | (B) escape<br>(D) diminish   | 12. _____ |
| 13. STAUNCH    | (A) firm<br>(C) starched             | (B) frail<br>(D) humorous    | 13. _____ |
| 14. HALLOWED   | (A) completely filled<br>(C) blessed | (B) silent<br>(D) condemned  | 14. _____ |
| 15. GRATUITOUS | (A) ungrateful<br>(C) alarming       | (B) essential<br>(D) lovable | 15. _____ |

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

- | Column A          | Column B                        |           |
|-------------------|---------------------------------|-----------|
| 16. commodity     | a. relating to clothes          | 16. _____ |
| 17. sartorial     | b. something bought or sold     | 17. _____ |
| 18. altercation   | c. mood or attitude             | 18. _____ |
| 19. juxtaposition | d. well-planned                 | 19. _____ |
| 20. exponent      | e. a fight                      | 20. _____ |
| 21. component     | f. explain and clarify          | 21. _____ |
| 22. disposition   | g. side-by-side placement       | 22. _____ |
| 23. expound       | h. one who explains and defends | 23. _____ |
| 24. strategic     | i. quarrelsome                  | 24. _____ |
| 25. contentious   | j. part of a larger system      | 25. _____ |



Name \_\_\_\_\_

*An Early Voice for the Environment*

In the 1930s, long before most people were concerned about the environment, a conservationist named Aldo Leopold sought to change America's attitude toward the natural world. From the time European settlers first set foot on the North American continent, nature had been viewed as something to be tamed and used. Buffalo hides brought profit, and buffalo stood in the way of ranchers and cattle, so millions of buffalo were slaughtered. Eventually, houses were built. Land was plowed. Oil and other resources were used up. For two hundred years, decisions about the land were primarily **economic** decisions.

Leopold was one of the first to express **anxiety** over that kind of thinking. He knew that modern civilization had its price. Expanded highways and railroads could connect all parts of the country, but they also meant that forests had to be cut and open space destroyed. The factories and mills that provided steel and other materials for the automobile and the skyscraper also released clouds of smoke and gas and often dumped waste into rivers. Leopold was **appalled** by this devastation of the natural environment, and he worried that future generations of Americans might not have the wonder and beauty of an undisturbed land to enjoy. Once the peaceful **serenity** of open space was disturbed, he feared, it would be difficult if not impossible to regain.

Leopold made an important observation: As people became more and more distanced from the land, they began to lose sight of how much they depended on it. Then, he reasoned, the **converse** must also be true: If people could be brought in closer contact with the land, they would begin to understand the **interdependence** between the land and its inhabitants.

Leopold was convinced that if people were brought closer with the land, they would regain an **appreciation** for the need to respect and preserve it. They could see firsthand the **myriad** interactions that exist in nature—how the quality of the soil affects the sugar maple, how the snow serves to hide the meadow mouse from the birds that prey on it. In planting and harvesting a vegetable garden, they could relearn the **intricate** pattern formed by the soil-plant-animal food chain. In short, people would gain a new view of the nature around them and choose to **nurture** it rather than exploit and destroy it.

In his 1949 book titled *A Sand County Almanac*, Leopold recorded his experiences reclaiming a parcel of land in Sand County, Wisconsin. This book strongly influenced the nation's attitude toward the environment. While we now have many individuals and organizations concerned with the environment, this was not always the case. During his lifetime, Aldo Leopold stood virtually alone in his fight to preserve nature's gifts.

*Words*

anxiety

appall

appreciate

converse

economic

interdependence

intricate

myriad

nurture

serenity



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word or words could best replace *economic* in line 9?  
 (A) educational (B) difficult  
 (C) related to money (D) careful  
 1. \_\_\_\_\_
2. Which word could best replace *anxiety* in line 10?  
 (A) interest (B) delight  
 (C) joy (D) concern  
 2. \_\_\_\_\_
3. Which word could best replace *appalled* in line 16?  
 (A) impressed (B) shocked  
 (C) confused (D) amused  
 3. \_\_\_\_\_
4. Which word could best replace *serenity* in line 19?  
 (A) boredom (B) calm  
 (C) loneliness (D) confusion  
 4. \_\_\_\_\_
5. *Converse* in line 23 means \_\_\_\_\_.  
 (A) opposite (B) theory  
 (C) logical arguments (D) facts  
 5. \_\_\_\_\_
6. Which word or words could best replace *interdependence* in line 25?  
 (A) suspicion (B) reliance on each other  
 (C) independence (D) hostility  
 6. \_\_\_\_\_
7. Which word could best replace *appreciation* in line 27?  
 (A) ignorance (B) dislike  
 (C) enjoyment (D) understanding  
 7. \_\_\_\_\_
8. Which word could best replace *myriad* in line 28?  
 (A) rare (B) senseless  
 (C) numerous (D) limited  
 8. \_\_\_\_\_
9. Which word could best replace *intricate* in line 31?  
 (A) confusing (B) simple  
 (C) orderly (D) complex  
 9. \_\_\_\_\_
10. Which word could best replace *nurture* in line 33?  
 (A) support (B) rearrange  
 (C) neglect (D) betray  
 10. \_\_\_\_\_

Name \_\_\_\_\_

**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Tell about a time when you had to take an important test that you were not prepared to take. Use any form of the word *anxiety*.

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2. Describe your reaction to a surprising event that you witnessed. Use any form of the word *appall*.

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3. Describe the relationship between two countries or people. Use any form of the word *interdependence*.

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4. Describe the appearance of a city or a landscape. Use the word *myriad*.

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5. Describe a gardener caring for plants. Use any form of the word *nurture*.

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6. Tell about a surprise party or similar event you might plan. Use any form of the word *intricate*.

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Read each sentence below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

7. Where people choose to live is often a matter of *economics*. 7. \_\_\_\_\_
8. My father plans to *converse* our garage into an extra bedroom. 8. \_\_\_\_\_
9. The *serene* patient tossed and turned in her bed, called for the nurse, and finally threw a pitcher of water on the floor. 9. \_\_\_\_\_
10. After the power failure, I had a better *appreciation* of how much we depend on electricity. 10. \_\_\_\_\_
11. Teasing that huge dog the way he did showed an *appalling* lack of good sense. 11. \_\_\_\_\_
12. Hiking and fishing are good ways of getting close to *nurture*. 12. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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### *Mastering Meaning*

Write a series of advertising slogans aimed at educating people about the need to preserve our environment. Each slogan should be no more than one sentence long. Make a poster for the one you feel is the best. Use some of the words you studied in this lesson.



## Vocabulary of Strength and Action

Lesson

35

Part A

Name \_\_\_\_\_

You have no doubt heard the expression “Actions speak louder than words.” This lesson focuses on ten words related to strength and action. Adding these words to your vocabulary will help your words speak as loudly as your actions.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

I have never liked high places very much. Just the thought of taking a plane trip makes my heart begin to *palpitate*.

1. (A) relax
- (B) beat rapidly
- (C) swell with pride
- (D) leap with joy

After the coach gives another rousing halftime speech, the inspired team will again *sally* onto the football field eager to take on their opponents.

2. (A) walk leisurely
- (B) ride ceremoniously
- (C) slide carelessly
- (D) rush forth

Only the most *dexterous* performer could juggle four balls while walking a tightrope.

3. (A) physically skillful
- (B) expensive
- (C) demanding
- (D) unusual

The plan to build a huge shopping center near the elementary school encountered *vehement* opposition. Parents demanded that the city council consider the danger that increased traffic would pose for their children.

4. (A) uncertain
- (B) intense and passionate
- (C) banished or excluded from a group
- (D) senseless and foolish

### Words

brazen  
dexterous  
incursion  
palpitate  
redoubtable  
resolute  
sally  
stalwart  
stamina  
vehement

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

As the election results came in, it was clear that Senator Sloan was hopelessly behind. Except for a few *stalwart* supporters, his campaign staff quickly departed.

5. (A) exhausted  
(B) uninformed  
(C) strong; loyal  
(D) weak; simple

5. \_\_\_\_\_

The Yorktown Eagles were a *redoubtable* opponent. They were taller, stronger, and more experienced. It was little wonder that they had not lost a game in three years.

6. (A) arousing fear  
(B) hated  
(C) weird  
(D) timid

6. \_\_\_\_\_

The company's threat to move its factory to another state was nothing less than a *brazen* attempt to avoid obeying environmental rules.

7. (A) clever  
(B) successful  
(C) admirable  
(D) shameless

7. \_\_\_\_\_

After three overtime periods, it was clear that the team with the most *stamina* would eventually win.

8. (A) training  
(B) endurance  
(C) loyal supporters  
(D) caution

8. \_\_\_\_\_

The mission had had numerous setbacks. Supplies had been lost or misplaced, and the workers were demoralized. Only the *resolute* courage of the leader kept hope alive.

9. (A) determined  
(B) meager  
(C) foolish  
(D) generous

9. \_\_\_\_\_

The Confederate *incursion* into the North during the Civil War was repelled at Gettysburg, Pennsylvania.

10. (A) invitation  
(B) accidental movement  
(C) retreat  
(D) invasion

10. \_\_\_\_\_





Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

7. As the convicted robber was led from the courtroom, he \_\_\_\_\_ denied his guilt to the judge and jury. (dexterously; vehemently)

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8. At a given signal, the troops \_\_\_\_\_ forth to meet the enemy. (palpitated; sallied)

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9. "We will put an end to government waste!" With those \_\_\_\_\_ words the senator opened the committee meeting. (dexterous; resolute)

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10. The doctor warned her that the medication might cause heart \_\_\_\_\_. (incursions; palpitations)

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### ***Cultural Literacy Note***

#### **Cutting the Gordian Knot**

King Gordius of Phrygia is supposed to have tied a tight, complicated knot. It was predicted that whoever untied this knot would rule all of Asia. However, rather than attempt to untie it, Alexander the Great impatiently cut it with a single swing of his sword. Nowadays when we refer to "cutting the Gordian knot," we mean solving a difficult problem quickly and boldly.

**Present a Report:** Look through some newspapers or news magazines for an example of a proposal or decision you consider to be an attempt to "cut a Gordian knot." Report on it to the class.

Name \_\_\_\_\_

The concept of time or timing is a vital part of how we see things. The Greek word for time was *khronos*. When it began appearing in English words, the spelling was changed to *-chron-*. The word *tempus* in Latin means “time.” In English it usually appears as the root *-tempor-*. Each vocabulary word in this lesson has one of these “time” roots or word parts.

Root	Meaning	English Word
-chron-	time	chronological
-tempor-		contemporary

### Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Find the root or word part in the vocabulary word and think about how the word is used in the passage. Then write a definition for the vocabulary word. Compare your definition with the definition on the flash card.

1. After hearing him recite his daily list of problems and criticisms, I am forced to believe Roger is just a *chronic* complainer.

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2. The election could not be held for several months. In the meantime, the governor appointed Ann Kamazi to serve *pro tempore* on the commission.

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3. For the rescue attempt to be a success, the helicopter and the ground crew would need to *synchronize* their efforts. If the helicopter arrived too soon, its whirling propellers would interfere with the work.

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4. After photocopiers became available, carbon paper quickly became an *anachronism* in most offices.

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### Words

anachronism

chronic

chronicle

chronological

contemporary

extemporaneous

pro tempore

synchronize

temporal

temporize

5. The biography of Abraham Lincoln gave a *chronological* account of his life, beginning with his early years in Kentucky and ending with his assassination in Washington, D.C.

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6. Alicia was not looking forward to taking the makeup test, so she began to *temporize* with the teacher. If she could do it long enough, perhaps the final bell would ring and the test would need to be rescheduled.

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7. The church leaders urged their congregations to worry less about such *temporal* concerns as money and social status. All of these things are left behind at the end of one's life.

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8. We learned a great deal about the daily life of ordinary soldiers in the Civil War from the detailed *chronicles* many of them kept.

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9. I am not very good at making *extemporaneous* remarks. I prefer to plan my speech and answer only questions that have been submitted a day in advance.

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10. Today Van Gogh is considered one of the great postimpressionist painters. However, most of his *contemporaries* thought his art was strange and worthless.

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Name \_\_\_\_\_



### Applying Meaning

Rewrite each sentence or short passage below. Replace the underlined word or words with a vocabulary word or a form of a vocabulary word.

1. I was so worried about Hilary's habitual headaches that I advised her to see a doctor.

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2. Sometimes the best picnics are the ones that are unplanned. Planning makes everyone expect too much.

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3. The investigator asked the witness to describe the events in the order in which they happened.

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4. The raising of the bridge was coordinated with the passing of the large boat.

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5. The vice-chair presided temporarily over the discussion while the chair conferred with the senate.

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Follow the directions below to write a sentence using a vocabulary word.

6. Use any form of the word *anachronism* to describe something you noticed in a picture or movie.

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7. Tell how you might get out of doing an unpleasant task. Use any form of the word *temporize*.

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8. Make a New Year's resolution. Use any form of the word *temporal*.

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9. Use any form of the word *chronicle* in a sentence to describe a diary.

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10. Complete the following sentence: In history class we studied the life of Thomas Jefferson and his *contemporaries*, especially . . .

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### Test-Taking Strategies

The verbal section of the PSAT and SAT tests requires you to choose a pair of words with the same relationship as another pair of words. Called analogy tests, they require you to think carefully about how two words are related and then find the word pair that best expresses a similar relationship.

S. FISH:WATER::

(A) leaves:tree

(B) salt:ocean

(C) bird:air

(D) earth:worm

S.          C         

Remember that you are to look for the pair that is the best match. It may not be a perfect match. Also be careful about choices that reverse the relationship. Item D reverses the relationship you are trying to match.

*Practice:* Each question below consists of a related pair of words or phrases, followed by four pairs of words or phrases labeled A through D. Select the pair that best expresses the relationship in the original pair.

1. SODIUM:CHEMISTRY::

(A) nail:carpentry

(B) snakes:biology

(C) textbook:history

(D) students:school

1.                     

2. CRIME:RETRIBUTION::

(A) felony:incarceration

(B) insult:outrage

(C) jail:misdemeanor

(D) law:jury

2.                     

3. MAVERICK:INDEPENDENT::

(A) doctor:patient

(B) cattle:stray

(C) incumbent:candidate

(D) vagabond:aimless

3.

**Name** \_\_\_\_\_

How well do you remember the words you studied in Lessons 34 through 36? Take the following test covering the words from the last three lessons.

**Part 1 Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

**Sample**

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) send	S. <b>B</b>
1. BRAZEN	(A) dull (C) hardened	(B) brash (D) distant	1. _____
2. ANACHRONISM	(A) type of spider (C) something out of its proper time	(B) Asian religion (D) inaccuracy	2. _____
3. SALLY	(A) rush forth (C) delicate	(B) soil (D) rearrange	3. _____
4. RESOLUTE	(A) decide (C) promised	(B) determined (D) arranged	4. _____
5. INTRICATE	(A) accuse (C) thorough	(B) simple (D) complicated	5. _____
6. PALPITATE	(A) valuable (C) flutter	(B) worthless (D) satisfy	6. _____
7. TEMPORAL	(A) worldly (C) ancient	(B) tempting (D) spiritual	7. _____
8. CHRONIC	(A) painful (C) habitual	(B) temporary (D) timely	8. _____
9. DEXTEROUS	(A) clumsy (C) annoying	(B) skillful (D) dull	9. _____
10. NURTURE	(A) nourish (C) insult	(B) disregard (D) starve	10. _____

Go on to next page. ➤



11. VEHEMENT	(A) evil (C) poisonous	(B) passionate (D) slight	11. _____
12. APPRECIATE	(A) answer (C) dislike	(B) apply (D) value	12. _____
13. REDOUBTABLE	(A) forgetful (C) reformed	(B) complete (D) causing fear	13. _____
14. STALWART	(A) strong (C) overweight	(B) clever (D) weak or tame	14. _____
15. TEMPORIZE	(A) tenderize (C) reduce	(B) evade and delay (D) quicken	15. _____

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

Column A	Column B	
16. appall	a. calm and peaceful	16. _____
17. incursion	b. invasion	17. _____
18. contemporary	c. physical strength	18. _____
19. myriad	d. shock	19. _____
20. synchronize	e. fear	20. _____
21. anxiety	f. to cause to occur at the same time	21. _____
22. extemporaneous	g. belonging to the same time period	22. _____
23. serene	h. opposite	23. _____
24. stamina	i. numerous	24. _____
25. converse	j. carried out with little preparation	25. _____

# Dictionary

## Pronunciation Guide

Symbol	Example	Symbol	Example
ă	pat	oi	boy
ā	pay	ou	out
â	care	ō	took
ä	father	ō	boot
ě	pet	ŭ	cut
ē	be	û	urge
ĭ	pit	th	thin
ī	pie	th	this
î	pier	hw	which
ö	pot	zh	vision
ō	toe	ə	about, item
ô	paw		

Stress Marks: ' (primary); ' (secondary), as in **dictionary** (dik'shə-nēr'ē)

## A

**ab·er·rant** (ă-bēr'ənt) *adj.* Deviating from what is usual, normal, or correct. **-ab·er'rance**, **ab·er'ran·cy**, *n.* **-ab·er'rant·ly**, *adv.*

**ab·ject** (ăb'jēkt', ăb-jēkt') *adj.* 1. Miserable; wretched. 2. Contemptible; despicable. **-ab'ject'ly**, *adv.* **-ab·ject'ness**, *n.*

**ab·nor·mal** (ăb-nôr'məl) *adj.* Not usual, average, or normal; unusual. **-ab·nor'mal·ly**, *adv.* **-ab'nor·mal'i·ty**, *n.*

**a·bridge** (ə-brīj') *v.* a·bridged, a·bridg·ing, a·bridg·es. 1. To restrict; curtail. 2. To shorten; condense. **-a·bridg'ment**, *n.*

**ac·cord** (ə-kôrd') *n.* An agreement; harmony. *-v.* 1. To make agree. 2. To grant. 3. To agree.

**ac·cre·tion** (ə-krē'shən) *n.* Increase in size by gradual outside addition or natural growth.

**ac·cru·e** (ə-krō') *v.* -crued, -cru·ing, -cru·es. 1. To grow in amount over time. 2. To result as from natural growth or addition.

**ac·cul·tur·ate** (ə-kŭl'chə-rāt) *v.* To adapt or adjust to the cultural traits or patterns of another group as a result of conditioning. **-ac·cul'tur·a'tion**, *n.*

**a·cer·bi·ty** (ə-sŭr'bĭ-tē) *n.*, pl. **-ties**. Sharpness or bitterness of words, temper, or tone. **-a·cer'bic**, *adj.* **-a·cer'bi·cal·ly**, *adv.*

**ac·ro·pho·bi·a** (ăk'rə-fō'bē-ə) *n.* An abnormal fear of being in high places.

**ad·ja·cent** (ə-jā'sənt) *adj.* Lying near; adjoining. **-ad·ja'cent·ly**, *adv.*

**ae·gis** (ē'jĭs) also, **e·gis**. *n.* 1. Sponsorship. 2. Protection.

**af·fect** (ə-fēkt') *v.* 1. To produce an effect in; influence. 2. To move the emotions of. *-n.* (af'ēkt') An emotion or feeling.

**af·front** (ə-frŭnt') *v.* To insult deliberately, especially openly. *-n.* A deliberate and open insult.

**agnostic — belli-cose**

**ag-nos-tic** (äg-nōs'tik) *n.* A person who believes that the existence of God is unknown or unknowable. **-ag-nos'ti-cal-ly**, *adv.*

**al-le-go-ry** (äl'ĭ-gō'rē, -gōr'ē) *n., pl. -ries.* A story in which the characters represent moral principles or ideas.

**al-lu-sion** (ə-lōō'zhən) *n.* An indirect reference made to something.

**al-ter-ca-tion** (ōl'tər-kā'shən) *n.* An angry and heated quarrel.

**am-nes-ty** (ām'nĭ-stē) *n., pl. -ties.* A general pardon given by a government for offenses committed against it.

**a-nach-ro-nism** (ə-năk'rə-nĭz'əm) *n.* Anything out of its proper or historical time. **-a-nach'ro-nis'tic**, *adj.* **-a-nach'ro-nis'ti-cal-ly**, *adv.*

**an-guish** (äng'gwĭsh) *n.* Great mental suffering or physical pain. *-v.* To suffer intense sorrow or pain.

**an-nals** (ăn'əlz) *pl. n.* 1. Historical records; history. 2. A written record of chronological events.

**an-ni-hi-la-tion** (ə-nĭ'ə-lā'shən) *n.* The act or result of destroying completely. **-an-ni'hi-late**, *v.*

**a-nom-a-ly** (ə-nōm'ə-lē) *n., pl. -lies.* Something different from the usual or normal; abnormality.

**an-tag-o-nism** (ăn-tăg'ə-nĭz'əm) *n.* Strong feeling against; hostility; opposition.

**anx-i-e-ty** (äng-zĭ'ĭ-tē) *n., pl. -ties.* 1. Worry or feeling of uneasiness about what may happen. 2. A cause of this feeling.

**ap-a-thy** (ăp'ə-thē) *n.* 1. Lack of interest or concern; indifference. 2. Lack of emotion.

**ap-pall** (ə-pôl') *v.* To dismay or horrify; shock.

**ap-pre-cia-ble** (ə-prē'shē-bəl) *adj.* Enough to be measured or noticed; perceptible. **-ap-pre'cia-bly**, *adv.*

**ap-pre-ci-ate** (ə-prē'shē-ăt') *v. -at-ed, -at-ing, -ates.* 1. To recognize the quality, value, or significance of. 2. To be aware of or sensitive to.

**ar-tic-u-late** (ăr-tĭk'yə-lĭt) *adj.* Expressing oneself effectively and clearly. *-v.* (ăr-tĭk'yə-lăt) To state clearly and effectively. **-ar-tic'u-late-ly**, *adv.* **-ar-tic'u-la'tion**, *n.*

**as-cribe** (ə-skrĭb') *v. -cribed, -crib-ing, -cribes.* 1. To assign to a particular cause, source, or origin. 2. To regard as belonging to.

**at-mos-phere** (ăt'mə-sfir') *n.* The gaseous mass surrounding the Earth or any celestial body.

**au-dit** (ô'dĭt) *v.* To examine financial accounts and records to determine whether they are correct. *-n.* A formal examination of financial records.

**au-ton-o-my** (ô-tŏn'ə-mē) *n., pl. -mies.* The state or condition of being free from outside control; self-governance. **-au-ton'o-mous**, *adj.*

**a-venge** (ə-vĕnj') *v. a-ven-ged, a-ven-g-ing, a-ven-g-es.* 1. To get revenge for. 2. To take vengeance on behalf of. **-a-ven-g'er**, *n.*

**B**

**bed-lam** (bĕd'ləm) *n.* A place or condition of uproar and confusion.

**bel-li-cose** (bĕl'ĭ-kōs) *adj.* Inclined or eager to fight or start wars; warlike. **-bel'li-cos'i-ty**, *n.*



**bel·lig·er·ent** (bə·lĭj'ər-ənt) *adj.* Eager to fight; hostile. *-n.* A person or country that is engaged in war. **bel·lig'er·ence**, *n.*

**ben·e·dic·tion** (bĕn'ĭ-dĭk'shən) *n.* 1. A blessing. 2. An invocation of a blessing, especially at the end of a religious service.

**ben·e·fac·tor** (bĕn'ə-făk'tər) *n.* One who gives help, especially financial aid; patron.

**be·nev·o·lent** (bə-nĕv'ə-lənt) *adj.* Doing or wanting to do good; kindly. **-be·nev'o·lent·ly**, *adv.*

**be·nign** (bĭ-nĭn') *adj.* 1. Having a kindly disposition. 2. Favorable; beneficial. 3. Not dangerous to health; not malignant.

**bi·zarre** (bĭ-zăr') *adj.* Odd or strange in appearance or manner; grotesque. **-bi·zarre'ly**, *adv.* **-bi·zarre'ness**, *n.*

**bla·sé** (blă-ză') *adj.* Uninterested or bored, as from too much of worldly pleasures.

**boy·cott** (boi'kōt') *v.* To refuse to use, buy, or sell. *-n.* An organized refusal to do business with a person or group.

**bra·va·do** (brə-vă'dō) *n., pl. -dos or -does.* A false show of bravery.

**bra·zen** (bră'zən) *adj.* 1. Shameless; impudent. 2. Made of brass. **-bra'zen·ness**, *n.*

**bu·reauc·ra·cy** (byōō-rōk'rə-sē) *n.* The administration of government officials following an inflexible routine. **-bu'reau·crat'ic**, *adj.*

## C

**cap·i·tal** (kăp'i-tl) *n.* 1. Wealth in any form used or capable of being used to produce more wealth. 2. The total amount of money or property owned.

**car·di·ac** (kăr'dē-ăk) *adj.* Near, of, or relating to the heart.

**car·tel** (kăr-tĕl') *n.* A group of companies or businesses formed to control production, prices, and marketing of its members' goods.

**cat·a·stroph·ic** (kăt'ə-strōf'ĭk) *adj.* Of or relating to a great and sudden disaster. **-ca-tas'tro·phe**, *n.*

**char·ac·ter** (kăr'ək-tər) *n.* 1. All of the good and bad qualities of a person that constitute his or her moral nature. 2. Moral strength; integrity.

**char·is·matic** (kăr'ĭz-măt'ĭk) *adj.* possessing personal magnetism or charm that attracts many followers. **-cha-ris'ma**, *n.*

**char·i·ty** (chăr'i-tē) *n., pl. -ties.* 1. The giving of help or relief to the poor. 2. Kindness or tolerance in judging others.

**char·la·tan** (shăr'lə-tən) *n.* A person who claims to have knowledge or skill that he or she does not have; imposter.

**cher·ish** (chĕr'əsh) *v.* 1. To regard with affection; hold dear. 2. To hold in the mind; cling to.

**chron·ic** (krŏn'ĭk) *adj.* 1. Lasting a long time or recurring frequently. 2. Habitual. **-chron'ĭ·cal·ly**, *adv.*

**chron·i·cle** (krŏn'ĭ-kəl) *n.* A detailed record of events in the order in which they happened. *-v.* To record the history of in a chronicle.

**chron·o·log·i·cal** (krŏn-ə-lŏj'ĭ-kəl, krŏ'nə-) *adj.* Arranged in the order in which the events took place. **-chron'o·log'ĭ·cal·ly**, *adv.*

**claus·tro·pho·bi·a** (klô'strə-fŏ'bē-ə) *n.* An abnormal fear of being in an enclosed, narrow, or small place.

**clemency — converse**

**clem-en-cy** (klēm'ən-sē) *n.*, *pl.* -cies. Leniency in punishing or judging.

**cli-ché** (klē-shā') *n.* An expression or idea that has lost its effect because it has been over-used; a trite expression.

**cli-en-tele** (klī'ən-tel', klē'ān-) *n.* Clients and customers as a group.

**cod-i-fy** (kōd'ī-fī, kō'də-) *v.* -fied, -fying, -fies. To arrange systematically. -**cod'i-fi-ca'tion**, *n.* -**cod'i-fi-er**, *n.*

**cog-no-men** (kōg-nō'mən, kōg'-no) *n.*, *pl.* -no-mens or -nom-i-na. 1. A surname. 2. Any name, especially a nickname or an epithet.

**col-lat-er-al** (kə-lăt'ər-əl) *n.* Property given as security for the repayment of a loan. -**col-lat'er-al-ly**, *adv.*

**col-lide** (kə-lid') *v.* 1. To come together with forceful impact; crash. 2. To conflict; clash.

**com-mod-i-ty** (kə-mōd'ī-tē) *n.*, *pl.* Anything that can be bought and sold; article of trade.

**com-po-nent** (kəm-pō'nənt) *n.* An essential part, element, or ingredient. -*adj.* Being one of the parts of a whole.

**com-port** (kəm-pōrt', -pōrt') *v.* To behave or conduct (oneself) in a specified manner. -**com-port'ment**, *n.*

**com-pos-ite** (kəm-pōz'īt) *adj.* Made up of separate parts or elements; compound. -*n.* Something that is made up of separate parts.

**con-cise** (kən-sīs') *adj.* Expressing in a few words what is meant; brief and to the point; terse. -**con-cise'ly**, *adv.* -**con-cise'ness**, *n.*

**con-found** (kən-found', kōn-) *v.* To confuse or perplex; bewilder. -**con-found'er**, *n.* -**con-found'ed-ly**, *adv.*

**con-jec-ture** (kən-jĕk'chər) *n.* 1. Judgment based on insufficient or incomplete evidence. 2. A guess.

**con-no-ta-tion** (kən'ə-tā'shən) *n.* A meaning or idea that is associated with a word in addition to its literal meaning.

**con-script** (kən-skript') *v.* To enroll by law to serve in the armed forces; draft. -*n.* (kōn'skript) Draftee.

**con-spir-acy** (kən-spīr'ə-sē) *n.*, *pl.* -cies. A secret plan to perform together an evil or wrongful act; plot.

**con-tem-po-rar-y** (kən-tĕm'pə-rēr'ē) *n.*, *pl.* -ies. A person who lives in the same time as another or others. -*adj.* 1. Living at the same time. 2. Modern.

**con-ten-tious** (kən-tĕn'shəs) *adj.* Argumentative; quarrelsome. -**con-ten'tious-ly**, *adv.* -**con-ten'tious-ness**, -**con-ten'tion**, *n.*

**con-tig-u-ous** (kən-tĭg'yōō-əs) *adj.* 1. In contact; touching. 2. Near; close. -**con-tig'u-ous-ness**, *n.*

**con-tin-gent** (kən-tĭn'jənt) *adj.* 1. Dependent on uncertain conditions or events. 2. Possible. -**con-tin'gen-cy**, *n.*

**con-tin-u-al** (kən-tĭn'yōō-əl) *adj.* Repeated frequently. **con-tin'u-al-ly**, *adv.*

**con-tin-u-ous** (kən-tĭn'yōō-əs) *adj.* Going on without interruption; unbroken. -**con-tin'u-ous-ly**, *adv.* -**con-tin'u-ous-ness**, *n.*

**con-verge** (kən-vûrj') *v.* -verged, -verging, -verges. To tend to come together at a place or point. -**con-ver'gence**, *n.* -**con-ver'gent**, *adj.*

**con-verse** (kōn'vûrs') *n.* Something opposite or reversed; the opposite.



**co-pi-ous** (kō'pē-əs) *adj.* Abundant; plentiful.  
-co'pi-ous-ly, *adv.* -co'pi-ous-ness, *n.*

**cor-dial** (kôr'jəl) *adj.* Warm and friendly;  
gracious. -cor'dial'i-ty, cor'dial-ness, *n.*  
-cor'dial-ly, *adv.*

**cov-et** (kŭv'it) *v.* To desire ardently (especially  
something that belongs to another).  
-cov'et-a-ble, cov'et-eous, *adj.*

**coun-ter-mand** (koun'tər-mănd',  
koun'tər-mănd') *v.* To cancel or reverse  
(an order or comand).

**creed** (krēd) *n.* 1. A statement of belief, prin-  
ciples, or opinions. 2. A formal statement  
of religious belief.

**creep** (krēp) *v.* **crept**, **creep-ing**. 1. To move  
with the body close to the ground, as on  
hands and knees. 2. To move slowly.

**cul-mi-nate** (kŭl'mə-nāt) *v.* -nat-ed, -nat-ing,  
-nates. 1. To reach the highest point or  
climax. 2. To come to an end.  
-cul'mi-na'tion, *n.*

**cul-pa-ble** (kŭl'pə-bəl) *adj.* Deserving blame.  
-cul'pa-bil'i-ty, *n.* -cul'pa-bly, *adv.*

**cul-prit** (kŭl'prīt) *n.* A person accused or found  
guilty of a crime or offense.

**cur-sive** (kŭr'sīv) *adj.* Written in flowing strokes  
in which the letters are joined together.  
-cur'sive-ly, *adv.* -cur'sive-ness, *n.*

**cur-so-ry** (kŭr'sə-rē) *adj.* Rapid; not thorough;  
hasty. -cur'so-ri-ly, *adv.* -cur'so-ri-ness, *n.*

## D

**de-pict** (dĭ-pĭkt') *v.* 1. To represent by drawing  
or painting; portray. 2. To picture in words;  
describe. -de-pic'tion, *n.*

**de-port-ment** (dĭ-pōrt'mənt, -pōrt'-) *n.* The  
manner in which a person behaves or acts;  
conduct.

**des-o-late** (dēs'ə-līt, dēz') *adj.* 1. Devastated. 2.  
Uninhabited; deserted. -des'o-la-tion, *n.*  
-des'o-late-ly, *adv.*

**des-pot** (dēs'pət) *n.* A ruler with unlimited and  
absolute power and authority. -des-pot'ic,  
*adj.* -des-pot'i-cal-ly, *adv.*

**de-tract** (dĭ-trākt') *v.* To take away value, quali-  
ty, or importance; divert. -de-trac'tion, *n.*

**de-vi-ate** (dē'vē-āt') *v.* -at-ed, -at-ing, -ates. 1.  
To turn aside from a course, standard, or  
subject. 2. To depart from a norm.

**dex-ter-ous** (dĕk'stər-əs, -strəs) *adj.* Skillful in  
the use of the hands, body, or mind.  
-dex'ter-ous-ly, *adv.* -dex'ter-ous-ness, *n.*

**di-ag-nose** (dĭ'æg-nōs', -nōz') *v.* 1. To identify a  
disease through careful analysis. 2. To  
analyze the cause and nature of a problem.  
-di'ag-no'sis, *n.*

**dis-cord** (dĭs'kôrd) *n.* A lack of agreement or  
harmony; conflict.

**dis-cur-sive** (dĭ-skŭr'sīv) *adj.* Wandering  
aimlessly from one topic to another.  
-dis-cur'sive-ly, *adv.* -dis-cur'sive-ness, *n.*

**dis-in-ter-est-ed** (dĭs-in'tə-rēs'tĭd) *adj.* Not influ-  
enced by a personal interest; impartial.  
-dis-in'ter-est-ed-ly, *adv.*  
-dis-in'ter-est-ed-ness, *n.*

**dis-po-si-tion** (dĭs'pə-zĭsh'ən) *n.* 1. One's usual  
way of acting, thinking, or feeling; tempera-  
ment. 2. A tendency or inclination.

**dis-sen-sion** (dĭ-sĕn'shən) *n.* Difference of  
opinion; disagreement; strife.



**diverge — evince**

**di·verge** (dī-vûrj', dī-) *adj.* 1. To draw apart from a common point. 2. To differ, as in opinion.

**doc·ile** (dŏs'əl, -īl') *adj.* Easily taught, trained, or managed; submissive. **-doc'ile·ly**, *adv.*  
**-do·cil'i·ty**, *n.*

**doc·tri·naire** (dŏk'trə-nâr') *adj.* Adhering inflexibly to a practice or theory. *n.* One who stubbornly adheres to a practice or theory.

**doc·trine** (dŏk'trīn) *n.* 1. A position, principle, or belief taught or held by a particular group. 2. Teachings.

**do·min·ion** (də-mīn'yən) *n.* 1. Supreme authority; rule or power to rule. 2. A country or territory controlled by a particular ruler.

**du·ra·tion** (dūō-rā'shən, dyōō-) *n.* 1. The length of time something continues or lasts. 2. Continuance in time.

**E**

**ec·cen·tric·i·ty** (ĕk'sĕn-trīs'ī-tē) *n., pl. -ties.* An act or trait that differs from the usual; peculiarity.

**ec·o·nom·ic** (ĕk'ə-nŏm'īk, ē'kə-) *adj.* Of or relating to financial matters or concerns.

**ef·fect** (ī-fĕkt') *n.* Anything brought about by a cause or agent; result. *v.* To bring about or cause.

**ef·fu·sive** (ī-fyŏō'sīv) *adj.* Showing more feeling than necessary; gushing. **-ef·fu'sive·ly**, *adv.*  
**-ef·fu'sive·ness**, *n.*

**el·o·quent** (ĕl'ə-kwənt) *adj.* 1. Characterized by forceful and persuasive expression. 2. Movingly expressive. **-el'o·quence**, *n.*

**e·merge** (ī-mûrj') *v.* **e·merged**, **e·merg·ing**, **e·merg·es**. 1. To become visible; to come into view. 2. To rise from or as if from a fluid.

**em·is·sar·y** (ĕm'ī-sēr'ē) *n., pl. -ies.* An agent sent on a specific mission.

**e·mit** (ī-mīt') *v.* **-e·mit·ted**, **-e·mit·ting**, **-mits**. To give off or send out; discharge.  
**-e·mis'sion**, *n.*

**em·pa·thy** (ĕm'pə-thē) *n.* A sharing and understanding of another's feelings, situation, or state of mind.

**en·sue** (ĕn-sŏō') *v.* **-sued**, **-su·ing**, **-sues**. To follow as a result. 2. To come afterward.

**en·trée** (ŏn'trā, ŏn-trā') *n.* 1. The right, freedom, or privilege to enter. 2. The main course or dish of a meal.

**en·tre·pre·neur** (ŏn'trə-prə-nûr', -nŏŏr') *n.* A person who organizes, manages, and assumes the risk of a business or enterprise.

**er·rant** (ĕr'ənt) *adj.* 1. Roving in search of adventure; wandering. 2. Straying from correct behavior; erring.

**er·rat·ic** (ī-răt'īk) *adj.* 1. Having no regular course; wandering. 2. Irregular; unpredictable. **-er·rat'ī·cal·ly**, *adv.*

**e·ven·tu·al** (ī-vĕn'chŏō-əl) *adj.* Happening as a result of events that go before; ultimate; final. **-e·ven'tu·al·ly**, *adv.*

**e·vict** (ī-vīkt') *v.* To throw out or remove (a tenant) from property by legal procedure.  
**-e·vic'tion**, *n.*

**e·vince** (ī-vīns') *v.* **e·vinced**, **e·vinc·ing**, **e·vinc·es**. To show clearly; to make evident.  
**-e·vinc'ī·ble**, *adj.*

**ex·hi·bi·tion** (ek'sə-bīsh'ən) *n.* 1. The act of showing publically. 2. A public display.

**ex·on·er·ate** (ĭg-zŏn'ə-rāt') *v.* -at-ed, -at-ing, -ates. To clear from blame or guilt.  
-ex-on'er-a'tion, *n.* -ex-on'er-a'tive', *adj.*

**ex·pe·dite** (ĕk'spĭ-dīt') *v.* To speed up the progress of; facilitate. -ex'pe-dit'er, ex'pe-di'tor, *n.*

**ex·po·nent** (ĭk-spŏ'nənt, ĕk'spō'nənt) *n.* 1. A person who explains or interprets something. 2. A person who represents, speaks for, or advocates.

**ex·pound** (ĭk-spound') *v.* 1. To set forth in detail. 2. To explain in detail. -ex-pound'er, *n.*

**ex·tem·po·ra·ne·ous** (ĭk-stĕm'pə-ra'nē-əs) *adj.* Done, spoken, or made with little or no preparation; **impromptu**.  
-ex-tem'po-ra'ne-ous-ly, *adv.*

**ex·tort** (ĭk-stŏrt) *v.* To get (something) by force or threats. -ex-tor'tion, *n.*

**ex·tract** (ĭk-străkt') *v.* 1. To draw or pull out with effort. 2. To obtain or separate by pressing, distilling, etc. -ex-trac'tion, *n.*

**ex·trin·sic** (ĭk-strĭn'sĭk, -zĭk) *adj.* 1. Not essential to the nature of a thing. 2. Coming from the outside; external. -ex-trin'si-cal-ly, *adv.*

## F

**fa·cil·i·tate** (fə-sĭl'ĭ-tāt') *v.* -tat-ed, -tat-ing, -tates. To make easy or easier; help. -fa-cil'i-ta'tive, *adj.* -fa-cil'i-ta'tor, *n.*

**fath·om·less** (făth'əm-lĭs) *adj.* 1. Too deep to be measured. 2. Difficult to understand. -fath'om-less-ly, *adv.* -fath'om-less-ness, *n.*

**feist-y** (fī'stē) *adj.* 1. Ill-tempered; touchy; quarrelsome. 2. Spirited, frisky. -feist'i-ness, *n.*

**fel·on-y** (fĕl'ə-nē) *n., pl. -ies* A major crime, such as rape or murder, that is more serious than a misdemeanor.

**fe·roc·i·ty** (fə-rŏs'ĭ-tē) *n.* 1. Fierceness; extreme savagery. 2. Extreme intensity.

**fi·nite** (fī'nīt') *adj.* Having measurable limits. -fi'nite-ly, *adv.* -fi'nite'ness, *n.*

**fos·ter** (fô'stər, fŏ'stər) *v.* 1. To help the growth and development of; promote. 2. To bring up; rear.

**frat·ri·cide** (frăt'rĭ-sĭd') *n.* 1. The act of killing one's brother or sister. 2. A person who kills his or her brother or sister.

**frus·tra·tion** (frŭ-strā'shən) *n.* A feeling of disappointment resulting from being unable to accomplish something or from a defeat. -frus'trate, *v.*

## G

**gal·va·nize** (găl'və-nĭz) *v.* -nized, -niz-ing, -niz-es. To rouse suddenly to awareness or action; startle; excite. -gal'va-ni·za'tion, *n.*

**gar·ru·lous** (găr'ə-ləs, gār'yə-) *adj.* Excessively talkative, especially about unimportant topics. -gar'ru-lous-ly, *adv.* -gar'ru-lous-ness, *n.*

**gauche** (gŏsh) *adj.* Lacking social grace; awkward; tactless. -gauche'ly, *adv.* gauche'ness, *n.*

**gaunt** (gŏnt) *adj.* 1. Very thin and bony; haggard. 2. Bare; grim; bleak. -gaunt'ly, *adv.* -gaunt'ness, *n.*

**gen·er·ate** (jĕn'ə-rāt) *v.* -at-ed, -at-ing, -ates. To bring into existence.



**genocide — incorrigible**

**gen-o-cide** (jĕn'ə-sid') *n.* The systematic killing of a national, political, racial, or cultural group.

**glib** (glĭb) *adj.* **glib-ber**, **glib-best**. Speaking or spoken with little thought or sincerity. **-glib'ly**, *adv.* **-glib'ness**, *n.*

**gra-tu-i-tious** (grə-tōō'ī-təs, -tĭōō'-) *adj.* 1. Given without charge; free. 2. Without justification; uncalled for. **-gra-tu'ī-tous-ly**, *adv.* **-gra-tu'ī-tous-ness**, *n.*

**H**

**hale** (hāl) *adj.* Healthy; vigorous; robust. **-hale'ness**, *n.*

**hal-lowed** (hāl'ōd) *adj.* 1. Holy; sanctified. 2. Highly respected.

**ha-rangue** (hə-răŋg') *n.* 1. A long, pompous speech. 2. A tirade. *-v.* **-rangued**, **-rangu-ing**, **-rangues**. To give a harangue.

**her-cu-le-an** (hūr'kyə-lē'an, hūr-kyōō'lē-) *adj.* 1. Requiring great strength or exertion. 2. Of great strength, courage, or size.

**his-tri-on-ics** (hĭs'trē-ŏn'īks) *n.* Overly dramatic behavior or speech for effect.

**hue** (hyōō) *n.* 1. Color. 2. A particular tint or shade.

**hy-dro-pho-bi-a** (hī'drə-fō'bē-ə) *n.* 1. An abnormal fear of water. 2. Rabies.

**I**

**id-i-om** (īd'ē-əm) *n.* A phrase or expression whose meaning is different from the literal meaning of its individual words.

**id-i-o-syn-cratic** (īd'ē-ŏ-sĭn-krăt'īk) *adj.* Having a peculiar or distinguishing mannerism or characteristic. **-id'ī-o-syn'cra-sy**, *n.*

**il-lus-tri-ous** (ī-lŭs'trē-əs) *adj.* Distinguished or renowned; famous. **-il-lus'tri-ous-ly**, *adv.* **-il-lus'tri-ous-ness**, *n.*

**im-meas-ur-a-ble** (ī-mĕzh'ər-ə-bəl) *adj.* That which cannot be measured; boundless; vast. **-im-meas'ur-a-bil'ī-ty**, *n.* **-im-meas'ur-a-bly**, *adv.*

**im-mense** (ī-mĕns') *adj.* 1. Very large; huge. 2. Of immeasurable size or extent. **-im-mense'ly**, *adv.* **im-mense'ness**, *n.*

**im-ped-i-ment** (īm-pĕd'ə-mənt) *n.* An obstruction; hindrance; obstacle.

**im-per-i-ous** (īm-pĭr'ē-əs) *adj.* Overbearing; domineering; arrogant. **-im-per'ri-ous-ly**, *adv.* **-im-pe'ri-ous-ness**, *n.*

**im-ply** (īm-plī') *v.* **-plied**, **-ply-ing**, **-plies**. To express or suggest indirectly; hint.

**im-pos-tor** (īm-pōs'tər) *n.* A person who deceives or cheats others by pretending to be someone else.

**im-pres-sive** (īm-prĕs'iv) *adj.* Producing attention, wonder, respect, or admiration. **-im-pres'sive-ly**, *adv.* **-im-pres'sive-ness**, *n.*

**in-ci-sive** (īn-sī'siv) *adj.* Mentally sharp; cutting into; keen; penetrating. **-in-ci'sive-ly**, *adv.* **-in-ci'sive-ness**, *n.*

**in-cog-ni-to** (īn'kōg-nē'tō, īn-kōg'nĭ-tō') *adv.* or *adj.* With one's identity hidden or disguised.

**in-con-gru-ous** (īn-kōŋg'grōō-əs) *adj.* Lacking harmony; incompatible; unsuitable. **-in-con'gru-ous-ly**, *adv.*

**in-cor-ri-gi-ble** (īn'kōr'ĭ-jə-bəl, -kōr'-) *adj.* Unable to be corrected or reformed; uncontrollable. **-in-cor'ri-gi-bil'ī-ty**, *n.* **-in-cor'ri-gi-bly**, *adv.*



**in·cur·sion** (in-kûr'zhən, -shən) *n.* A hostile invasion or raid.

**in·dem·ni·fy** (in-dēm'nə-fī) *v.* -fied, -fy·ing, -fies. To insure against future loss, damage, or expense. -in·dem'ni-fi-ca'tion, *n.*

**in·dif·fer·ence** (in-dīf'ər-əns, -dīf'rəns) *n.* 1. Lack of interest, concern, or feeling. 2. Lack of importance. -in·dif'fer·ent, *adj.*

**in·dig·e·nous** (in-dīj'ə-nəs) *adj.* Originating in or growing naturally in a particular region or country; native. -in·dig'e-nous-ly, *adv.*

**in·doc·tri·nate** (in-dōk'trə-nāt') *v.* -nat·ed, -nat·ing, -nates. To teach a particular theory, belief, or principle. -in·doc'tri-na'tion, *n.*

**in·duce** (in-dōōs', -dyōōs') *v.* -duced, -duc·ing, -duc·es. 1. To bring about; cause. 2. To lead to an action; persuade. -in·duc'i-ble, *adj.*

**in·fer** (in-fûr') *v.* -ferred, -fer·ring, -fers. To conclude from facts or observations.

**in·gre·di·ent** (in-grē'dē-ənt) *n.* Any one of the elements of a mixture.

**in·her·ent** (in-hîr'ənt, hēr'-) *adj.* Existing in someone or something as a permanent or basic characteristic. -in·her'ent-ly, *adv.*

**in·sa·tia·ble** (in-sā'shə-bəl, -shē-ə) *adj.* Not able to be satisfied. -in·sa'tia-bly, *adv.*

**in·tact** (in-tăkt') *adj.* Not damaged; unimpaired; untouched; uninjured. -in·tact'ness, *n.*

**in·ter·de·pend·ence** (in'tər-dī-pēn'dəns) *n.* A state of mutual reliance on the aid of each other. -in'ter-de-pend'ent, *adj.*

**in·ter·mit·tent** (in'tər-mīt'ənt) *adj.* Stopping and starting again at intervals; periodic. -in'ter-mit'tence, *n.* -in'ter-mit'tent-ly, *adv.*

**in·ter·vene** (in'tər-vēn') *v.* -vened, -ven·ing, -venes. 1. To come between to alter, affect, or prevent an action. To come between two things. -in'ter-ven'tion, *n.*

**in·trac·ta·ble** (in-trăk'tə-bəl) *adj.* Hard to manage; stubborn; unruly. -in·trac'ta-bil'i-ty, *n.* -in·trac'ta-bly, *adv.*

**in·tri·cate** (in'trī-kīt) *adj.* 1. Having elaborate detail; complicated. 2. Hard to understand. -in'tri-cate-ly, *adv.* -in'tri-ca-cy, *n.*

**in·vin·ci·ble** (in-vîn'sə-bəl) *adj.* Incapable of being subdued, conquered, or overcome. -in·vîn'ci-bil'i-ty, *n.* -in·vîn'ci-bly, *adv.*

**i·o·ta** (i-ō'tə) *n.* A very small amount.

## J

**jar·gon** (jār'gən) *n.* The specialized vocabulary used by those in a particular profession or way of life.

**jux·ta·po·si·tion** (jūk'stə-pə-zīsh'ən) *n.* The placement of things side by side or close together, especially for comparison or contrast.

## K

**kin·dred** (kîn'drĭd) *adj.* Related; like; similar.

## L

**la·con·ic** (lə-kōn'ĭk) *adj.* Using few words to express much; concise; terse. -la-con'i-cal-ly, *adv.*

**le·gion** (lē'jən) *n.* A large number; multitude.

**le·git·i·mate** (lə-jīt'ə-mīt) *adj.* 1. Lawful. Logically correct. 2. Genuine. -le-git'i-mate-ly, *adv.* -le-git'i-mate-ness, *n.*

**liq·ui·date** (lĭk'wĭ-dāt') *v.* -dat·ed, -dat·ing, -dates. 1. To pay off or settle (a debt). 2. To convert (assets) to cash. -liq'ui-da'tion, *n.*

**longevity — nemesis**

**lon·gev-i-ty** (lŏn-jěv'ĭ-tē, lŏn-) *n.*, *pl.* **-ties**. Long life.

**lu·cra-tive** (lŏō'krə-tĭv) *adj.* Producing money or wealth; profitable. **-lu'cra-tive-ly**, *adj.*

**M**

**mal-a-dy** (mäl'ə-dē) *n.*, *pl.* **-dies**. 1. A disease or illness. 2. Any unwholesome condition.

**mal-aise** (mä-lāz', -lēz') *n.* A vague feeling of physical discomfort or unease.

**ma-lev-o-lence** (mə-lěv'ə-ləns) *n.* The desire for evil or for harm to others; spitefulness.

**mal-ice** (mäl'ĭs) *n.* The wish to harm, injure, or cause pain to another. **-ma-li'cious**, *adj.*

**ma-li-cious** (mə-lĭsh'əs) *adj.* Showing or having the desire to harm, injure, or cause pain to another; spiteful.

**ma-lign** (mə-lĭn') *v.* To tell evil or harmful lies about. **-adj.** Evil; harmful.

**ma-lig-nant** (mə-lĭg'nənt) *adj.* 1. Likely to spread through the body and cause death. 2. Very harmful or evil. **-ma-lig'nant-ly**, *adv.*

**man-date** (măn'dāt') *n.* An authorization or support given by voters to their representatives in government. **-v.** to require, as by law.

**man-da-to-ry** (măn'də-tŏr'ē) *adj.* Required or commanded by a law, rule, or order. 2. Of or having a mandate.

**ma-nip-u-late** (mə-nĭp'yə-lāt') *v.* **-lat-ed**, **-lat-ing**. 1. To work or operate skillfully with the hands. 2. To manage or control to one's own advantage.

**man-u-mit** (măn'yə-mĭt') *v.* **-mit-ted**, **-mit-ting**, **-mits**. To free from slavery; emancipate. **-man'u-mis'sion**, *n.* **-man'u-mit'ter**, *n.*

**maud-lin** (mŏd'lĭn) *adj.* Excessively or foolishly sentimental.

**mav-er-ick** (măv'ər-ĭk, măv'rĭk) *n.* 1. An unbranded animal. 2. A person who thinks and acts independently of others in his or her group.

**men-tor** (měn'tŏr', -tər) *n.* A wise and trusted advisor or teacher.

**mes-mer-ize** (měz'mə-rĭz, mēs'-) *v.* **-ized**, **-iz-ing**, **-iz-es**. 1. To hypnotize. 2. To spellbind; fascinate. **-mes'mer-i-za'tion**, *n.* **-mes'mer-iz'er**, *n.*

**met-a-phor** (mět'ə-fŏr', -fər) *n.* A figure of speech in which one thing is compared to another to suggest a similarity.

**mil-i-tant** (mĭl'ĭ-tənt) *adj.* 1. Aggressive or vigorously active in support of a cause. 2. Fighting. *n.* One who acts aggressively.

**min-i-mal** (mĭn'ə-məl) *adj.* Smallest or least possible. **-min'i-mal-ly**, *adv.*

**mis-sive** (mĭs'ĭv) *n.* A written message; letter.

**myr-i-ad** (mĭr'ē-əd) *adj.* Too many to count; countless. *n.* A great number.

**N**

**na-ive** (nă-ēv') *adj.* 1. Lacking in experience or informed judgement. 2. Childlike; unsophisticated. **-na-ive'ly**, *adv.*

**nas-cent** (năs'ənt, nă'sənt) *adj.* Coming into being; beginning to develop. **-nas'cen-cy**, *n.*

**nem-e-sis** (něm'ĭ-sĭs) *n.*, *pl.* **-ses** (sēz). Something that causes one's defeat or failure. 2. One that punishes wrongdoing.



**non·cha·lant** (nŏn 'shə-lānt', non 'shə-lānt') *adj.* Showing a lack of interest or enthusiasm; coolly unconcerned.

**non·de·script** (nŏn 'dī-skript') *adj.* Having no interesting or distinctive qualities or characteristics.

**nov·ice** (nŏv 'is) *n.* A person new to an activity; beginner.

**nur·ture** (nûr 'chər) *v.* 1. To feed; nourish, 2. To educate; foster. *n.* Something that nourishes. **-nur'tur·er**, *n.*

## O

**o·men** (ŏ 'mən) *n.* A sign or happening that is supposed to foretell something good or bad.

**o·mis·sion** (ŏ-mīsh 'ən) *n.* Failure to include or mention. **-o·mit'**, *v.*

**op·por·tune** (ŏp 'ər-tōon', -tyōon') *adj.* 1. Suitable for a particular purpose. 2. Happening at the right time; well-timed; timely. **-op'por·tune'ly**, *adv.*

**or·tho·dox** (ôr 'thə-dŏks') *adj.* Conforming to traditional and established beliefs, attitudes, or doctrines.

**os·tra·cize** (ŏs 'trə-sīz') **-cized**, **-ciz·ing**, **-ciz·es**. *v.* To banish or exclude from a group. **-os'tra·cism**, *n.*

**out·land·ish** (out-lān 'dīsh) *adj.* Strange; off; peculiar. **-out·land'ish·ly**, *adv.* **-out·land'ish·ness**, *n.*

## P

**pal·pi·tate** (pāl 'pī-tāt') *v.* **-tat·ed**, **-tat·ing**, **-tates**. 1. To beat rapidly. 2. To quiver or tremble. **-pal'pi·tat'ing·ly**, *adv.*

**pal·try** (pōl 'trē) *adj.* **-tri·er**, **-tri·est**. Lacking in value; worthless. **-pal'tri·ly**, *adv.* **-pal'tri·ness**, *n.*

**par·a·dox** (pär 'ə-dŏks') *n.* A statement that seems to be contradictory but may be true. **-par'a·dox'i·cal**, *adj.* **-par'a·dox'i·cal·ly**, *adv.*

**par·ody** (pär 'ə-dē) *n.*, *pl.* **-dies**. A humorous or satirical literary or musical imitation of a serious work.

**pa·thet·ic** (pə-thēt 'ik) *adj.* Arousing pity or sadness combined with either sympathy or contempt.

**pa·thol·o·gy** (pă-thŏl 'ə-jē) *n.*, *pl.* **-gies**. The branch of medicine that deals with the nature, cause, and development of disease.

**pa·thos** (pă 'thŏs, -thŏs) *n.* The quality that evokes a feeling of pity, sadness, or compassion.

**pat·ois** (păt 'wā') *n.*, *pl.* **pat·ois** (pă-twāz'). A regional dialect of a language, especially one other than the standard or literary dialect.

**pe·cu·ni·ar·y** (pī-kyŏŏ 'nē-ēr'ē) *adj.* Of, consisting of, or relating to money.

**ped·es·tal** (pēd 'ī-stəl) *n.* 1. The bottom support of a pillar, column, statue, etc. A foundation, support, or base.

**ped·i·gree** (pēd 'ī-grē') *n.* 1. A line of ancestors; lineage. 2. A list of ancestors; family tree.

**per·ish** (pēr 'īsh) *v.* 1. To die or be destroyed, especially in a violent way. 2. To pass from existence; disappear.

**pe·ti·tion** (pə-tīsh 'ən) *v.* To ask or request formally. *n.* A formal written request.



**pilfer — protract**

**pil-fer** (pĭl'fər) *v.* To steal small amounts.  
**-pil'fer-age**, *n.* **-pil'fer-er**, *n.*

**pit-tance** (pĭt'əns) *n.* 1. A small amount of money. 2. A small amount.

**plain-tive** (plān'tīv) *adj.* Expressing sorrow or melancholy; mournful; sad. **-plain'tive-ly**, *adv.* **-plain'tive-ness**, *n.*

**pleth-o-ra** (plēth'ər-ə) *n.* An overabundance; too much; excess.

**po-di-a-trist** (pə-dī'ə-trĭst) *n.* A doctor specializing in the branch of medicine having to do with the foot.

**po-di-um** (pō'dē-əm) *n.*, *pl.* **-di-a** or **-di-ums**.  
 1. A stand for holding notes of a speaker; lectern. 2. A raised platform as for an orchestra conductor.

**po-lem-ic** (pə-lēm'ĭk) *n.* An argument or dispute, often attacking a specific opinion.

**port-a-ble** (pôr'tə-bəl, pōr'-) *adj.* Able to be carried or moved easily. **port'a-bil'i-ty**, *n.*  
**-port'a-bly**, *adv.*

**port-age** (pôr'tĭj, pōr'-, pōr-tāzh') *n.* The carrying of boats or supplies from one navigable body of water to another.

**port-fo-li-o** (pōrt-fō'lē-ō, pōrt-) *n.*, *pl.* **-os**. 1. A portable case for carrying loose papers, etc. 2. A representative collection of a person's work.

**port-ly** (pōrt'lē, pōrt'-) *adj.* **-li-er**, **-li-est**. Large and heavy; stout; obese.

**post-script** (pōst'skrĭpt', pōs'skrĭpt') *n.* *-abbr.* **P.S.**, **p.s.**, **PS**. A note added to the end of a letter after the signature.

**pot-pour-ri** (pō'pōō-rē') *n.*, *pl.* **-ris**. A mixture or collection of different things. 2. A mixture of dried flowers and spices used for fragrance.

**pre-cur-sor** (prĭ-kūr'sər, prē'kūr'sər) *n.* A person or thing that goes before and indicates the approach of another.

**pre-em-i-nent** (prē-ēm'ə-nənt) *adj.* Superior to or above others; outstanding.  
**-pre-em'i-nence**, *n.* **-pre-em'i-nent-ly**, *adv.*

**prem-ise** (prēm'is) *n.* A statement that serves as the basis for an argument or from which a conclusion is drawn.

**prev-a-lent** (prēv'ə-lənt) *adj.* Widely, commonly, or generally happening, existing, accepted, or practiced. **-prev'a-lent-ly**, *adv.*

**pro-crus-te-an** (prō-krūs'tē-ən) *adj.* Exhibiting ruthless disregard for individual differences.

**pro-found** (prə-found', prō-) *adj.* 1. Showing great understanding. 2. Deeply felt. 3. Significant; far-reaching. **-pro-found'ly**, *adv.*

**pro-pound** (prə-pound') *v.* To put forward for consideration; set forth. **-pro-pound'er**, *n.*

**pro-sa-ic** (prō-zā'ĭk) *adj.* 1. Commonplace; dull. 2. Matter-of-fact. **-pro-sa'i-cal-ly**, *adv.*  
**-pro-sa'ic-ness**, *n.*

**pro-scribe** (prō-skrĭb') *v.* **-scribed**, **-scrib-ing**, **-scribes**. 1. To condemn. 2. To forbid. 3. To banish. **-pro-scrib'er**, *n.*

**pro tem-po-re** (prō tēm'pə-rē) *adv.* For the time being; temporarily.

**pro-tract** (prō-trākt', prə-) *v.* To lengthen or draw out; prolong. **-pro-tract'ed-ness**, *n.*  
**-pro-trac'tive**, *adj.*

**psy-cho-path** (sī'kə-pāth') *n.* A person having a serious mental disorder characterized by amoral or antisocial behavior.

**pug-na-cious** (püg-nā'shəs) *adj.* Eager and ready to fight; quarrelsome. **-pug-na'cious-ly**, *adv.*  
**-pug-na'cious-ness**, **-pug-nac'i-ty**, *n.*

**pur-port** (pər-pōrt', -pōrt') *v.* 1. To claim, often falsely. 2. To mean; intend. *n.* Meaning.

## Q

**quell** (kwěl) *v.* 1. To crush; suppress. 2. To quiet; pacify.

**quix-ot-ic** (kwīk-sōt'ik) *adj.* Extravagantly chivalrous or too romantically idealistic.  
**quix-ot'i-cal-ly**, *adv.*

## R

**ran-cor** (räng'kər) *n.* Deep or bitter resentment or ill will; hatred. **-ran'cor-ous-ly**, *adv.*  
**ran'cor-ous-ness**, *n.*

**rap-port** (ră-pôr', -pôr', rə-) *n.* A close, harmonious relationship.

**rav-age** (răv'ij) *v.* **-aged**, **-ag-ing**, **-ag-es**. 1. To ruin; devastate. 2. To be destructive. *n.* Destruction; damage. **-rav'ag-er**, *n.*

**re-ac-tion-ar-y** (rē-ăk'shə-nēr'ē) *adj.* Of, characterized by, or favoring a return to a former condition, especially in politics.

**re-course** (rē'kōrs', -kōrs', rī-kōrs', -kōrs') *n.* 1. A turning to a person or thing for aid or safety. 2. A person or thing that is turned to for aid.

**re-cur-rent** (rī-kūr'ənt, -kūr'-) *adj.* Happening or appearing again or periodically.  
**-re-cur'rent-ly**, *adv.*

**re-doubt-a-ble** (rī-dou'tə-bəl) *adj.* Formidable; awesome. 2. Deserving of respect.  
**-re-doubt'a-bly**, *adv.*

**re-fine** (rī-fīn') *v.* **-fined**, **fin-ing**, **-fines**. To make or become more polished or elegant. 2. Purify. **-re-fin'er**, *n.*

**re-known** (rī-noun') *n.* Widespread fame.  
**-re-nowned'**, *adj.*

**rel-e-gate** (rel'ī-gāt) *v.* **-gat-ed**, **-gat-ing**, **-gates**. To banish, especially to an inferior position or place. **rel'e-ga'tion**, *n.*

**re-lent-less** (rī-lēnt'līs) *adj.* 1. Steady and persistent. 2. Harsh; pitiless. **-re-lent'less-ly**, *adv.*  
**-re-lent'less-ness**, *n.*

**re-mu-ner-a-tive** (rī-myōō'nər-ə-tīv, -nə-rā'tīv) *adj.* Profitable. **-re-mu'ner-a-tive-ly**, *adv.*

**re-mis-sion** (rī-mīsh'ən) *n.* 1. A temporary lessening of the symptoms of a disease. 2. The act of sending (money) in payment.

**ren-dez-vous** (răn'də-vōō', -də-) *n., pl.*

**ren-dez-vous**. 1. An agreement to meet at a certain place and time. 2. The meeting itself.

**re-pos-i-to-ry** (rī-pōz'ī-tōr'ē, -tōr'ē) *n., pl.* **-ries**. A place where things may be stored or deposited for safekeeping.

**rep-ro-bate** (rēp'rə-bāt') *n.* An immoral or wicked person. *adj.* Wicked, sinful.

**res-o-lute** (rēz'ə-lōōt') *adj.* Determined, firm.  
**-res'o-lute'ly**, *adv.* **res'o-lute'ness**, *n.*

**ret-ri-bu-tion** (rēt'rə-byōō'shən) *n.* Punishment given or demanded in repayment for evil done.



## revenge — structure

**re-venge** (rĭ-vĕnj') *n.* A desire to inflict, or the act of inflicting, harm, injury, or punishment in return for a wrong.

**ro-bust** (rō-bŭst', rō'bŭst') *adj.* Strong and healthy; vigorous. Requiring strength or stamina. **-ro-bust'ly**, *adv.* **-ro-bust'ness**, *n.*

**ruse** (rōōs, rōōz) *n.* A trick or action intended to mislead.

**ruth-less** (rōōth'līs) *adj.* Without mercy, pity, or compassion. **-ruth'less-ly**, *adv.* **-ruth'less-ness**, *n.*

## S

**sal-ly** (säl'ē) *v.* **-lied**, **-ly-ing**, **-lies**. 1. To rush out suddenly. 2. To go out quickly.

**sanc-tion** (sängk'shən) *n.* Authorization; official approval. *v.* To give authorization or official approval to.

**sar-to-ri-al** (sär-tôr'ē-əl, -tôr'-) *adj.* Of tailors or their work. 2. Of clothing or dress. **-sar-to'ri-al-ly**, *adv.*

**scourge** (skūrj) *n.* A cause of serious destruction or affliction.

**scrip-ture** (skrĭp[t]'chər) *n.* A sacred or religious writing or book.

**se-di-tion** (sĭ-dĭsh'ən) *n.* Language or action causing discontent, resistance, or rebellion against the government in power. **-se-di'tious**, *adj.* **-se-di'tion-ist**, *n.*

**se-rene** (sə-rĕn') *adj.* Undisturbed; peaceful; calm. **-se-rene'ly**, *adv.* **-se-ren'i-ty**, *n.*

**se-ren-i-ty** (sə-rĕn'ĭ-tē) *n.* The state or quality of being calm; tranquility; peacefulness.

**shroud** (shroud) *n.* A cloth used to wrap a body for burial. *-v.* To hide; cover; obscure.

**sol-e-cism** (söl'ĭ-sĭz'əm, sō'lĭ-) *n.* An error in grammar or standard language.

**so-lem-ni-ty** (sə-lĕm'nĭ-tē) *n.* 1. Seriousness. 2. A dignified or impressive ceremony. **-so'lemn**, *adj.*

**so-lil-o-quy** (sə-lĭl'ə-kwē) *n., pl. -quies.* The act of talking to oneself. 2. Lines in a play that a character says aloud to himself or herself.

**sov-er-eign** (söv'ər-ĭn, söv'rĭn) *adj.* Not controlled by others; independent. *-n.* The supreme ruler. **-sov'er-eign-ty**, *n.*

**spawn** (spôn) *v.* To bring forth; produce.

**spe-cif-ic** (spĭ-sĭf'ĭk) *adj.* Definite; explicit; precise. **-spe-cif'i-cal-ly**, *adv.* **-spec'i-fic'i-ty**, *n.*

**spor-tive** (spôr'tĭv, spôr'-) *adj.* 1. Playful; frolicsome. 2. Interested in sports. **-spor'tive-ly**, *adv.* **-spor'tive-ness**, *n.*

**stal-wart** (stôl'wärt) *adj.* 1. Firm and steadfast; unwavering. 2. Strong. *-n.* A person who is firm, steadfast, or strong. **-stal'wart-ly**, *adv.* **-stal'wart-ness**, *n.*

**stam-i-na** (stäm'ə-nə) *n.* Resistance to illness, fatigue, or hardship; endurance.

**staunch** (stōnch, stānch) *adj.* 1. Loyal and steadfast. 2. Having a strong or solid construction. **-staunch'ly**, *adv.* **-staunch'ness**, *n.*

**stra-te-gic** (stră-tĕ'jĭk) *adj.* Related to a skillful plan intended to achieve a specific goal. **-strat'e-gy**, *n.* **-stra-te'gi-cal-ly**, *adv.*

**struc-ture** (strŭk'chər) *n.* 1. The arrangement or interrelation of the parts of a whole. 2. Something composed of interrelated parts.



**sub-jec-tive** (səb-jĕk'tĭv) *adj.* Of or coming from an individual's own mind. **2.** A view based on a person's own feelings, thoughts, or experiences.

**sub-side** (səb-sīd') *v.* **-sid-ed, -sid-ing, -sides.** **1.** To sink to a lower level. **2.** To become quiet or less active. **-sub-si'dence, n.**

**suc-cinct** (sək-sĭngkt') *adj.* Concise and clearly stated. **-suc-cinct'ly, adv. -suc-cinct'ness, n.**

**sur-pass** (sər-pās') *v.* **1.** To go beyond; excel. **2.** Exceed. **-sur-pass'a-ble, adj. -sur-pass'ing-ly, adv.**

**sus-tain** (sə-stān') *v.* **1.** To keep in effect; maintain. **2.** Support. **-sus-tain'a-ble, adj. -sus-tain'er, n.**

**sup-po-si-tion** (sŭp'ə-zĭsh'ən) *n.* **1.** An assumption that something is true for the sake of argument. **2.** A belief on uncertain grounds.

**syn-chro-nize** (sĭng'krə-nĭz, sĭn'-) *v.* **-nized, -niz-ing, -niz-es.** To cause to occur at the same time and together. **-syn'chro-ni-za'tion, n.**

**syn-tax** (sĭn'tāks') *n.* The manner in which words are arranged to form sentences.

**syn-the-sis** (sĭn'thĭ-sĭs) *n., pl. -ses (sĕz).* The combining of separate parts or elements to form a whole.

## T

**tact** (tākt) *n.* Skill in dealing with people or delicate situations without offending.

**tan-gent** (tān'jənt) *adj.* In contact at a single point; touching.

**tan-gi-ble** (tān'jə-bəl) *adj.* **1.** Capable of being touched. **2.** Capable of being treated as definite or fact; real; concrete.

**tem-po-ral** (tĕm'pər-əl, tĕm'prəl) *adj.* Lasting for a short time; temporary. Pertaining to life on earth; worldly.

**tem-por-ize** (tĕm'pə-rĭz) *v.* **-rized, -riz-ing, -riz-es.** **1.** To evade action in order to gain time. **2.** To discuss in order to gain time.

**ten-et** (tĕn'ĭt) *n.* A principle, doctrine, or belief held as truth by a person or group.

**the-o-ret-i-cal** (thĕ'ə-rĕt'ĭ-kəl) *adj.* **1.** Not based on fact or experience. **2.** Speculative. **-the'o-ret'ĭ-cal-ly, adv.**

**to-tal-i-tar-i-an** (tō'tāl'ĭ-tār'ē-ən) *adj.* Of or relating to a government in which one political party or group exercises complete control.

**trans-mit** (trāns-mĭt', tranz-) *v.* **-mit-ted, -mit-ting, -mits.** To send or convey from one person, place, or thing to another.

**tra-verse** (trə-vûrs', trāv'ərs) *v.* **-versed, -vers-ing, -vers-es.** **1.** To pass over, across, or through. **2.** To cross and re-cross.

**trek** (trĕk) *n.* A difficult journey. *v.* **-trekked, -trek-king** To travel slowly or with difficulty.

**trite** (trĭt) *adj.* **trit-er, trit-est.** Lacking freshness because of overuse; stale; hackneyed. **-trite'ness, n.**

## U

**un-in-ter-est-ed** (ŭn-ĭn'trĭ-stĭd, -tər-ĭ-stĭd, -tə-rĕs'tĭd) *adj.* Not interested; indifferent. **-un-in'ter-est-ed-ly, adv. -un-in'ter-est-ed-ness, n.**

**un-re-mit-ting** (ŭn-rĭ-mĭt'ĭng) *adj.* Never stopping; persistent. **-un're-mit'ing-ly, adv. -un're-mit'ing-ness, n.**

**usurp — xenophobi-a**

**u·surp** (yōō-sûrp', -zûrp') *v.* To take and hold by force and without legal right or authority. **-u·surp'er**, *n.*

**u·su·ry** (yōō'zhə-rē) *n., pl. -ries.* **1.** The practice of lending money at an excessive interest rate. **2.** An excessive interest rate.

**V**

**val·i·date** (văl'ĭ-dāt') *v.* **-dat·ed, -dat·ing, -dates.**  
**1.** To prove to be true or correct; confirm.  
**2.** To make legally valid. **-val'ĭ-da'tion**, *n.*

**van·quish** (văng'kwĭsh, vǎn'-) *v.* **1.** To defeat or overcome in battle. **2.** To overcome in a contest or conflict. **3.** To gain mastery over.

**ve·he·ment** (vē'ə-mənt) *adj.* Characterized by intense or strong feeling or conviction; passionate. **-ve'he·mence**, *n.* **-ve'he·ment·ly**, *adv.*

**ver·bos·i·ty** (vər-bōs'ĭ-tē) *adj.* The use of more words than necessary; wordiness. **-ver·bose'**, *adj.*

**ver·sa·tile** (vûr'sə-təl, -tĭl') *adj.* Capable of doing many things well. Having many uses. **-ver'sa·tile·ly**, *adv.* **-ver'sa·til'ĭ·ty**, *n.*

**vi·cin·i·ty** (vĭ-sĭn'ĭ-tē) *n., pl. -ties.* **1.** The area around a place; neighborhood. **2.** Nearness; proximity.

**W**

**wield** (wēld) *v.* **1.** To handle and use (a tool or weapon) with skill. **2.** To exercise (power, influence, etc.) **-wield'er**, *n.*

**X**

**xen·o·pho·bi·a** (zĕn'ə-fō'bē-ə) *n.* Fear or hatred of strangers or anything strange or foreign. **-xen'o·pho'bic**, *adj.*

## Standardized Test Practice

In lessons 1 to 36, you have concentrated on building vocabulary, a skill that is an important aid in reading comprehension. However, the competent reader must master a variety of other skills. These include the following:

- **Identifying main and subordinate ideas**—deciding what the most important idea in the selection is and what items support that idea

*Examples:*

Main idea	Marcel Marceau is the master of mime, the wordless theater.
Subordinate ideas	Marceau admired Charlie Chaplin, Buster Keaton, and the Marx Brothers, all of whom used mime in their performances. Marceau tells most of his stories through Bip the clown, a character he created. Marceau's aim is to make his audiences see, feel, and hear the invisible.

- **Deciding on an appropriate title**—choosing a title that is closely related to the main idea of a selection
- **Drawing inferences**—coming to a conclusion that is not directly stated but is based on information given

*Example:*

If a woman is clasping her purse tightly and looking around her, you can infer that she is afraid her purse will be stolen.

- **Locating details**—scanning a selection to find the answer to a specific question

The following pages will give you a chance to practice the skills you use when you read. The questions they contain are the kinds of questions you will be asked to answer on a standardized test.

The reading selections include passages from science and social studies texts as well as informative essays and short narratives.



**Reread the selection “Lincoln Begins His Second Term” on page 15 in this book. Then circle the letter before the BEST choice to answer each question.**

1. Which statement can be inferred from the selection?
  - A. Abraham Lincoln was extremely popular with the people.
  - B. Both Lincoln and Washington gave short swearing-in speeches.
  - C. Lincoln took his second oath of office on a bright sunny day in spring.
  - D. Lincoln thought that the South should be punished for causing the Civil War.
2. Which group of words best describes Lincoln in the selection?
  - A. angry, weary, grateful
  - B. sad, resentful, exhausted
  - C. happy, triumphant, proud
  - D. dignified, charitable, peace-loving
3. Which sentence from the selection shows that Lincoln did not want to go to war?
  - A. “Lincoln deeply desired that the nation become one again.”
  - B. “Lincoln had been forced to accept war rather than let the nation perish.”
  - C. “More than anyone else, Abraham Lincoln is credited with holding the union of states together.”
  - D. “When the assembled crowd saw their president, the solemnity of the occasion gave way to applause.”
4. What word best describes the attitude of the author toward Lincoln?
  - A. fear
  - B. sympathy
  - C. admiration
  - D. indifference
5. What does the word *defining*, as used in the first paragraph, mean?
  - A. limited
  - B. very fine
  - C. determining
  - D. praiseworthy

**Reread the article “Earthquake” on page 29 in this book. Then circle the letter before the choice that BEST completes each statement.**

1. When the edges of the plates that make up the earth’s crust meet and grind together,
  - A. a volcano results.
  - B. a long crack results.
  - C. the result is subduction.
  - D. they create an earthquake.
2. According to the article, the earth’s core is
  - A. solid.
  - B. a gas.
  - C. liquid.
  - D. a vacuum.
3. The following statement expresses the main idea of the article:
  - A. Volcanoes are upwellings of hot molten rocks.
  - B. San Francisco suffered a great earthquake in 1906.
  - C. An earthquake struck the island of Cyprus in A.D. 365.
  - D. In the past hundred years, scientists have been able to discover what causes earthquakes and where they might occur.
4. Geologists have been able to use computers to map areas where earthquakes may occur. When these maps are publicized, it is likely that
  - A. laboratories will be built on the sites.
  - B. the areas will become vacation resorts.
  - C. people will leave the areas for safer places.
  - D. companies will build large factories in the areas.
5. The word *converge*, in the third paragraph, means
  - A. pass.
  - B. meet.
  - C. strike.
  - D. converse.

Reread the selection “Lightning” on page 71. Then circle the letter before the choice that **BEST** completes each statement.

1. Lightning is caused by
  - A. an eclipse of the sun.
  - B. a buildup of electricity.
  - C. low temperatures in an area.
  - D. changing light patterns in the sky.
2. Of the following states, lightning is most likely to occur in
  - A. Alaska.
  - B. New York.
  - C. New Mexico.
  - D. Mississippi.
3. Another title for this selection might be
  - A. Kinds of Lightning.
  - B. Causes of Lightning.
  - C. The Earth as a Battery.
  - D. The Dangers of Lightning.
4. One should always seek shelter in an electrical storm because
  - A. such a storm brings heavy rain.
  - B. one might slip on wet pavement.
  - C. lightning is attracted to open areas.
  - D. it is easier to appreciate the spectacle of the storm from indoors.
5. The word *inherent*, in the fourth paragraph, means
  - A. harmful.
  - B. available.
  - C. sticking together.
  - D. forming the essential nature.



Reread the selection “Jeanealogy” on page 141. Then circle the letter before the word or phrase that **BEST** completes each statement.

1. The first jeans were made from
  - A. green duck.
  - B. blue denim.
  - C. khaki cotton.
  - D. brown canvas.
2. The word *bolt*, as used in the third paragraph, means
  - A. streak of lightning.
  - B. roll of wallpaper or cloth.
  - C. rod used as a door fastener.
  - D. one who runs suddenly away
3. Jeans enjoyed a surge in popularity in the 1980s because
  - A. they were inexpensive and durable.
  - B. people were searching for comfortable clothing.
  - C. many people wanted to wear an unofficial uniform.
  - D. they were worn by an American actor in a popular movie.
4. The main idea of the selection is the following:
  - A. Jeans are worn by people in many parts of the world.
  - B. Jeans have maintained their popularity for over a century.
  - C. The first Americans to wear jeans were miners in California.
  - D. Designers have found ways to make new jeans look old and worn.
5. If you are interested in *sartorial* pursuits, you are most likely planning to become
  - A. a chef.
  - B. a tailor.
  - C. a sculptor.
  - D. an engineer.

Read the following passage and pay close attention to the main points the author makes. Then follow the directions.

## Marc Chagall

- <sup>1</sup> The artist Marc Chagall was born in Vitebsk, Byelorussia (now Belarus), Russian Empire, in 1887. When he was twenty-three, he moved to Paris, where he lived from 1910 to 1914. During those years, French cubism was on the rise, so it is not surprising that Chagall's unique painting style was influenced as much by French cubism as it was by Russian expressionism—a form of art that depicts the emotions and the responses that objects and events arouse in an artist.
- <sup>2</sup> Like Kandinsky, a famous Russian expressionist with whom Chagall was familiar, Chagall rendered scenes in an evocative, dreamlike manner that aimed more at making a viewer feel a certain way than at depicting reality. To this kind of framework Chagall added images from traditional Russian folktales, biblical icons, and scenes from his personal life.
- <sup>3</sup> Chagall's years in Paris exposed him to cubism, the main principle of which was that the underlying shapes of things—"the sphere, the cone, the cylinder"—are important elements that earlier painters had ignored. Chagall's emphasis on shapes and his inclusion of violins (cubists appreciated instruments for their interesting shapes) in several of his works demonstrate this influence.

**Circle the letter before the choice that BEST completes each statement.**

1. Paragraph 2 is mostly about
  - A. how Chagall was different from the Russian expressionists.
  - B. the kinds of images Chagall included in his paintings.
  - C. the influence on Chagall of Russian art.
  - D. the Russian expressionist Kandinsky.
2. Paragraph 3 is mostly about
  - A. the principal ideas of French art in the 1800s.
  - B. the influence on Chagall of French cubism's exploration of new shapes.
  - C. the importance of the underlying shapes of things to the cubist movement.
  - D. why Chagall liked to paint violins and other instruments because of their interesting shapes.
3. The main idea of this passage is that
  - A. Chagall was a better painter than Kandinsky because he painted more loosely.
  - B. painters in Paris about 1914 were interested in the underlying forms of things.
  - C. Chagall used images from folktales and religious icons in many of his paintings.
  - D. Chagall's art shows the influences of Russian expressionism and French cubism.
4. When a painter *renders* scenes, he
  - A. represents or depicts them.
  - B. observes them very carefully.
  - C. changes certain of their details.
  - D. decides that he will not paint them.



Read the selection below and then follow the directions.

## A Game of Cat and Mouse

1 One morning, as Cymbeline the cat lay sunbathing in her garden, a careless mouse scampered across her outstretched paw. The agile feline quickly scooped up the troublesome intruder. She drew the trembling captive close to her face.

2 “You’ve interrupted my nap,” she meowed. “I’m afraid I shall have to eat you to make sure that you do not tread on me again.”

3 “I beseech you, let me live!” implored the terrified mouse. “If you grant me this favor, I promise that someday I shall return it!”

4 “Return it?” snickered Cymbeline incredulously. “You shall allow me to live? I could crush you beneath my paws or between my jaws in an instant, if I chose to.” Cymbeline eyed her prisoner, then added, “But I don’t choose to. You are a brave little rodent and clever, too—clever enough to save yourself. Let us hope you are clever enough to not cross my path again.”

5 She released her diminutive hostage.

6 “Thank you!” called the mouse as he scurried away. “But I hope our paths do cross again so that I can return the favor.”

7 *Impertinent!* thought Cymbeline as she resumed her nap. *Perhaps I should have eaten him.* But she was soon too lost in her dreams to consider the matter further.

8 As for the mouse, he took care to remain inconspicuous when Cymbeline occupied the garden and had all but forgotten the incident himself, until one afternoon when he heard a weak but plaintive cry coming from deep within the dense bramble hedge that skirted the perimeter of the lawn. Making his way through the underbrush, he found the source. It was Cymbeline! The hapless feline was bound from head to tail in a seemingly endless tangle of yarn.

9 Cymbeline whispered weakly through a small gap in the mesh, “I was playing with a ball of yarn in the study. I chased it through the open door and across garden. When I followed the ball under the hedge, I somehow became entangled in the yarn. The more I struggled, the more entwined I became.”

10 “Fear not!” replied the stalwart mouse. With alacrity, he bit through the menacing strands until one by one they fell away, unfettering the grateful cat.

11 “Oh, mouse,” said Cymbeline in a weary but appreciative voice, “you did return the favor. You were clever enough and kind enough to save me, just as you promised you would. Now, as for our paths—”

12 “I know,” interrupted the mouse, “they must never cross again.”

13 “Oh no,” countered Cymbeline, “they must never part again!”

14 And she and the mouse remained fast friends for the rest of their days.

**Circle the letter before the choice that BEST completes each statement.**

1. This story is probably most accurately categorized as
  - A. science fiction.
  - B. a news story.
  - C. a biography.
  - D. a fable.
2. The cat did not eat the mouse because
  - A. the cat was impressed by the mouse's courage.
  - B. the mouse was too thin to make a good meal.
  - C. the mouse tied her up in yarn.
  - D. the mouse scurried away.
3. Of the events in the story listed below, the last event is that
  - A. the cat releases the mouse.
  - B. the mouse makes a promise to the cat.
  - C. the mouse finds the cat tangled in yarn.
  - D. the cat chases the yarn ball into the garden.
4. At the end of the story, the cat probably feels
  - A. embarrassed.
  - B. grateful.
  - C. worried.
  - D. angry.
5. If you were asked to find the moral of this story, you would
  - A. skim it quickly.
  - B. think about what the cat learned.
  - C. make an outline of the events as they occurred.
  - D. decide who is the more important character in the story.
6. In the ninth paragraph, the word *mesh* refers to
  - A. the underbrush.
  - B. a net snare.
  - C. the fence.
  - D. the yarn.

Read the selection below and then follow the directions.

## Chinese Treasures

When thinking about ancient cultures, some Westerners forget the rich history of China. Westerners might associate Chinese art with modern, mass-produced products and handicrafts rather than with magnificent ancient buildings and sculptures. However, generalizing about China's history solely on the basis of China's present production for the current market is a great mistake.

The buildings and sculptures from China's past are incredibly beautiful. These enormous constructions took decades to build and still stand today. The terracotta army, for example, created during the Qin Dynasty (about 210 B.C.), consists of six thousand larger-than-life-sized men in full battle armor. The soldiers were made from clay and fired in large brick kilns. No two soldiers' faces are alike. The incredible artwork was buried underground for thousands of years until farmers discovered it in March 1974. Today the public can view the enormous "army."

The Great Wall of China is an architectural marvel that was also built during the Qin Dynasty. Originally meant to serve as a blockade between China and Mongolia during wartime, the wall remains one of the most beautiful and complex structures of all time.

Circle the letter before the choice that **BEST** completes each statement.

1. According to the author, some people might associate China with modern, mass-produced products because
  - A. all Chinese sculpture is mass produced.
  - B. mass-produced products are common in Chinese markets.
  - C. modern, mass-produced art is very popular in Chinese culture.
  - D. mass-produced products are more interesting than ancient sculpture.



2. Organize the following details of the author's argument, which support the thesis statement: "However, generalizing about China's history solely on the basis of China's present production for the current market is a great mistake."
- (1) "The terracotta army . . . consists of six thousand larger-than-life-sized men in full battle armor."
  - (2) "The buildings and sculptures from China's past are incredibly beautiful."
  - (3) "These enormous constructions took decades to build and still stand today."
  - (4) "The incredible artwork was buried underground for thousands of years until farmers discovered it in March 1974."
- A. 1, 2, 3, 4
  - B. 2, 3, 1, 4
  - C. 2, 4, 1, 3
  - D. 4, 1, 3, 2
3. The series of details in the preceding question suggests that it is a mistake to judge Chinese history on the basis of its current market because
- A. beautiful works of sculpture and architecture are part of China's past.
  - B. there is no evidence of sculpture or architecture in modern China.
  - C. the terracotta army was a powerful army in China's past.
  - D. farmers discovered the terracotta army in March 1974.
4. In this selection, the following conclusion can MOST REASONABLY be drawn:
- A. The author was one of the farmers who found the terracotta army.
  - B. The author thinks that the Great Wall of China is the most beautiful structure of all time.
  - C. The author can see no differences between the faces of the sculptures in the terracotta army.
  - D. The author prefers ancient Chinese art to the mass-produced products of the modern Chinese market.

Read the selection below and answer the questions that follow.

## A Special Yankee

On May 20, 1945, a crowd of thirty-six thousand packed Yankee Stadium to watch a double-header that pitted New York's finest against the American League champions, the St. Louis Browns. The Yankees, who had finished third the previous season, had something to prove that afternoon. Even though World War II had stripped their lineup of star players, their traditional Yankee pride inspired the belief that 1945 would be "their year."

Game one of the double-header got underway with the Browns' rookie outfielder, Pete Gray, leading off against former twenty-game winner "Spud" Chandler. . . . By the end of the afternoon, Gray had reached base five times with four hits. He scored twice and knocked in two runs while fielding his positions flawlessly. The Browns swept the double-header 10–1 and 5–2.

Any player would have been proud of that performance, but for the St. Louis rookie it was a dream come true. As a boy growing up in the coal region of Pennsylvania, Gray had committed himself to fulfilling that dream. More impressively, he managed it all with only one arm, having lost his right arm above the elbow in a truck accident at the age of six. A natural right-hander prior to the mishap, Gray learned to hit, catch, and throw with his left hand. "The only thing I ever wanted to do as a kid was to play in Yankee Stadium," Gray, now in his eighties, recalls.

—William C. Kashatus, from "Pete Gray"

Circle the letter of the BEST answer to each of the following questions.

1. Which of these facts from the selection would be MOST RELEVANT to use in a research project about Pete Gray?
  - A. "A crowd of thirty-six thousand packed Yankee Stadium to watch a double-header that pitted New York's finest against the defending American League champions, the St. Louis Browns."
  - B. "Even though World War II had stripped their lineup of star players, their traditional Yankee pride inspired the belief that 1945 would be 'their year.'"
  - C. "A natural right-hander prior to the mishap, Gray learned to hit, catch, and throw with his left hand."
  - D. "The Yankees, who had finished third the previous season, had something to prove that afternoon."



2. What would be the MOST EFFICIENT procedure to follow in preparing a presentation about Pete Gray?
  - A. Buy a ticket to a baseball game, take notes while watching it, and present your findings to the class.
  - B. Ask your parents whether they know anything about Pete Gray, find out their opinions about him, write a summary of their opinions and whether you agree with them, and give your presentation.
  - C. Make a list of every team that Pete Gray has ever played on, write a one-paragraph history of each team, make note of the relevant data about each player, and find photographs of each team to show to your audience.
  - D. Make an outline of what you plan to present, review encyclopedia and topical references, organize the data to fit within the outline, write a brief summary of your findings, and practice the presentation in front of your friends.
3. In planning a research paper on Pete Gray, which of the following series of steps is in the MOST EFFICIENT chronological order?
  - A. Create an outline about how Pete Gray was discovered by the St. Louis Browns; go to the library and do research; fill in the outline with what you find.
  - B. Go to the library and search for information on Pete Gray; consult several sources, taking the most relevant and interesting information from each source; compile your information according to an outline based on your findings.
  - C. Read several articles about baseball; use the information you find to create an outline for your paper; go to the library and find more information about baseball and baseball players; complete your outline.
  - D. Go to the library and create an outline about Pete Gray; read several different sources of information about this player; fill in your findings on the outline; make sure that your findings are relevant and interesting.
4. A player who fields his position *flawlessly* does so
  - A. with no mistakes.
  - B. with much effort.
  - C. in spite of great pain.
  - D. with only a few errors.



**Read the selections below and then follow the directions.**

## **Intelligent Airbags**

Although automobile airbags have effectively decreased injuries and deaths from car accidents, they have created some new safety problems. There have been many reported cases of injuries caused by airbags. Because the airbags have a greater impact on smaller bodies, most of these injuries have affected children and light-weight adults. Small bodies have less mass to counter the tremendous force of the inflating airbag. However, systems are being developed to decrease the number of airbag-related injuries.

One device used in such systems that helps prevent injuries is the FSR, or force-sensing resistor. This device gathers information about the size and weight of a car's passenger and sends that information to the airbag system to regulate the force of inflation.

FSRs are usually used along with an OC, or an occupant classification, a device that is placed within a car's seat. The OC device classifies occupants on the basis of their weight and their position on the seat. Using the data from the sensors in the OC device, the airbag system can tell how much a person weighs and how that passenger's weight is spread across the cushion of the seat. In the event of a car accident, the airbag responds to the information and inflates only enough to protect the individual passenger, thereby decreasing the possibility of injury.

Systems like this are already being installed in several cars in Europe, while only a small number of American cars currently carry the system. However, these "intelligent airbags" will soon be required in many American vehicles, thanks to new rules set by the National Highway Traffic Safety Administration.

## **Watch the Pedestrian!**

It's a rainy night, and someone is trying to cross the street. Although the pedestrian uses the road's clearly marked crosswalk, the driver of an oncoming car still might have a hard time seeing the pedestrian through the darkness and inclement weather. This was the concern that led Mike Harrison of Santa Rosa, California, to invent a system to protect pedestrians in crosswalks.

Harrison invented an electronic system that alerts drivers to pedestrians in the roadway ahead. The system consists of flashing yellow lights embedded in the road alongside a crosswalk. As a pedestrian steps into the street, the lights automatically start blinking. The lights turn off after fifteen to twenty seconds.

The system is inexpensive, costing a fraction of the price of a new traffic light. It has been proven effective in alerting drivers to the need to yield. As a result, the system is already being used in a number of towns in northern California, as well as in towns in Florida, Washington, and Nevada. Many other states and some foreign countries have ordered the system too. Soon it will be protecting pedestrians everywhere. Sal Rosano, a former chief of police in Santa Rosa, California, hopes it will be. "I am convinced this saves lives," he says.

**Circle the letter before the choice that BEST completes each statement.**

1. The MAIN idea of "Intelligent Airbags" is the following:
  - A. Automobile airbags have been proven to decrease injuries and deaths in car accidents.
  - B. A number of children and lightweight adults have suffered airbag-related injuries.
  - C. New airbag systems will decrease the possibility of airbag-related injuries.
  - D. New airbag systems are being used in Europe and in the United States.
2. The following statement about the new airbag systems is MOST accurate:
  - A. The new airbag systems have been placed in every car in the United States.
  - B. The new airbag systems have already saved several lives.
  - C. The new airbag systems classify vehicles' occupants.
  - D. The new airbag systems have not yet been tested.
3. As described in "Watch the Pedestrian," Mike Harrison's system has caused drivers to
  - A. drive only in good weather.
  - B. yield to pedestrians.
  - C. drive more quickly.
  - D. yield to other cars.
4. The lights in Harrison's system light up when a pedestrian
  - A. reaches the curb.
  - B. has crossed the street.
  - C. sees an approaching car.
  - D. steps into the crosswalk.

5. The inventions discussed in both of these articles are PRIMARILY concerned with
- A. traffic safety.
  - B. pedestrian laws.
  - C. health problems.
  - D. cost effectiveness.
6. If the weather were *inclement*, most people would
- A. work in their gardens.
  - B. cancel plans for a picnic.
  - C. wear lightweight clothing.
  - D. take long hikes in the country.



**Word List**

Word	Lesson	Word	Lesson	Word	Lesson
aberrant	23	chronological	36	effusive	2
abject	24	claustrophobia	18	eloquent	1
abnormal	25	clemency	29	emerge	4
abridge	13	cliché	8	emissary	30
accord	9	clientele	8	emit	30
accretion	26	codify	11	empathy	18
accrue	14	cognomen	6	ensue	28
acculturate	10	collateral	14	entrée	8
acerbity	32	collide	16	entrepreneur	8
acrophobia	18	commodity	31	errant	23
adjacent	24	component	33	erratic	23
aegeis	28	comport	27	eventual	13
affect	17	composite	33	evict	3
affront	32	concise	3	evinced	3
agnostic	6	confound	22	exhibition	16
allegory	20	conjecture	24	exonerate	29
allusion	20	connotation	20	expedite	12
altercation	32	conscript	21	exponent	33
amnesty	28	conspiracy	25	expound	33
anachronism	36	contemporary	36	extemporaneous	36
anguish	1	contentious	32	extort	29
annals	22	contiguous	24	extract	21
annihilation	1	contingent	24	extrinsic	31
anomaly	23	continual	17	facilitate	19
antagonism	32	continuous	17	fathomless	26
anxiety	34	converge	7	feisty	22
apathy	18	converse	34	felony	29
appall	34	copious	26	ferocity	1
appreciable	26	cordial	9	finite	26
appreciate	34	countermand	12	foster	19
articulate	2	covet	31	fratricide	3
ascribe	21	creed	13	frustration	13
atmosphere	16	creep	7	galvanize	13
audit	14	culminate	7	garrulous	2
autonomy	11	culpable	29	gauche	8
avenge	17	culprit	29	gaunt	4
bedlam	5	cursive	9	generate	25
bellicose	3	cursor	9	genocide	3
belligerent	3	depict	16	glib	2
benediction	15	deportment	27	gratuitous	31
benefactor	15	desolate	7	hale	22
benevolent	15	despot	11	hallowed	31
benign	15	detract	21	harangue	1
bizarre	23	deviate	23	herculean	5
blasé	8	dexterous	35	histrionics	2
boycott	5	diagnose	6	hue	28
bravado	2	discord	9	hydrophobia	18
brazen	35	discursive	9	idiosyncratic	23
bureaucracy	11	disinterested	17	idiom	20
capital	14	disposition	33	illustrious	28
cardiac	9	dissension	32	immeasurable	13
cartel	14	diverge	7	immense	7
catastrophic	25	docile	6	impediment	12
character	13	doctrinaire	6	imperious	11
charismatic	13	doctrine	6	imply	17
charity	4	dominion	10	impostor	33
charlatan	29	duration	7	impressive	16
cherish	4	eccentricity	23	incisive	3
chronic	36	economic	34	incognito	6
chronicle	36	effect	17	incongruous	23

Word	Lesson	Word	Lesson	Word	Lesson
incorrigible	29	ostracize	32	resolute	35
incursion	35	outlandish	23	retribution	32
indefatigable	13	palpitate	35	revenge	17
indemnify	14	paltry	26	robust	10
indifference	1	paradox	6	ruse	1
indigenous	10	parody	20	ruthless	10
indoctrinate	6	pathetic	18	sally	35
induce	16	pathology	18	sanction	22
infer	17	pathos	18	sartorial	31
ingredient	16	patois	20	scourge	28
inherent	16	pecuniary	14	scripture	21
insatiable	26	pedestal	12	sedition	11
intact	24	pedigree	12	serene	22
interdependence	34	perish	4	serenity	34
intermittent	30	petition	1	shroud	4
intervene	25	pilfer	29	solecism	20
intractable	21	pittance	26	solemnity	4
intricate	34	plaintive	10	soliloquy	20
invincible	3	plethora	26	sovereign	11
iota	26	podiatrist	12	spawn	25
jargon	20	podium	12	specific	25
juxtaposition	33	polemic	2	sportive	27
kindred	25	portable	27	stalwart	35
laconic	2	portage	27	stamina	35
legion	19	portfolio	27	staunch	31
legitimate	31	portly	27	strategic	31
liquidate	14	postscript	21	structure	7
longevity	22	potpourri	8	subjective	24
lucrative	14	precursor	9	subside	4
malady	15	preeminent	22	succinct	1
malaise	15	premise	30	supposition	33
nalevolence	15	prevalent	16	surpass	16
nalice	4	pro tempore	36	sustain	25
nalicious	15	procrustean	5	synchronize	36
nalign	15	profound	19	syntax	19
nalignant	15	propound	33	synthesis	10
nandate	12	prosaic	19	tact	24
nandatory	12	proscribe	21	tangent	24
nanipulate	12	protract	21	tangible	24
nanumit	30	psychopath	18	temporal	36
naudlin	5	pugnacious	32	temporize	36
naverick	5	purport	27	tenet	19
nentor	5	quell	10	theoretical	7
nesmerize	5	quixotic	5	totalitarian	11
netaphor	20	rancor	32	transmit	30
militant	22	rapproach	27	traverse	10
minimal	25	ravage	28	trek	1
missive	30	reactionary	11	trite	2
myriad	34	recourse	9	uninterested	17
naive	8	recurrent	9	unremitting	30
nascent	19	redoubtable	35	usurp	11
nemesis	5	refine	28	usury	14
nonchalant	8	relegate	22	validate	10
nondescript	21	relentless	19	vanquish	3
novice	19	remission	30	vehement	35
nurture	34	remunerative	28	verbosity	2
omen	4	rendezvous	8	versatile	31
omission	30	renown	13	vicinity	7
opportune	27	repository	33	wield	28
orthodox	6	reprobate	29	xenophobia	18



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